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ABSTRACT

Annual reports are presented for 49 states, the District of Columbia, and one Canadian province, focusing on problems, activities, achievements, and other areas of interest to the postsecondary education community. A report was not received from Montana. Most of the reports include information on enrollments, student financial aid, capital funds and projects, appropriations, program planning and review, new programs, new degrees, tuition, master plans, and faculty salaries. (SW)

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# HIGHER EDUCATION IN THE STATES

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**In This Issue:** This issue contains the annual reports for the academic year 1981-82 from 49 states, the District of Columbia and 1 Canadian province focusing on problems, issues, achievements and other areas of interest to the postsecondary education community (a report was not received from the state of Montana). A tabular analysis from these annual reports, "1982 Major Issues of Concern to State Higher Education Agencies and State Policy Leaders," is available on request from the Education Commission of the States, Distribution Center, 1860 Lincoln Street, Suite 300, Denver, Colorado 80295.

## ALABAMA

Commission on Higher Education
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Joseph T. Sutton, Executive Director

*Funding Formulas*

The first phase of a complete study of the formula used by the commission staff to establish benchmarks for institutional "regular academic program" funding was undertaken in 1982. The group making the study included the directors of institutional research of five state universities, Alabama Commission on Higher Education staff members and consultants. Although the study is not completed, the preliminary results tend to validate the existing formula process.

*Financial Reporting*

Responding to a request by the governor, the commission staff, working with financial officers of six universities and a consultant, is developing a policy manual and report formats, based generally on the National Association of College and University Business Officers (NACUBO) manual College and University Administration for regular financial reporting by the state universities.

*Capital Program*

The governor and the legislature took action to provide critically needed new facilities and correct major deficiencies in existing facilities. They approved the sale of approximately $74 million in capital bonds authorized in 1978 and

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enacted legislation whereby postsecondary education is allocated $32 million and part of a $45 million fund from bonds supported by oil lease revenues. The oil lease bond program marks the first occasion where Commission on Higher Education recommendations have been used as the basis for distribution of capital funds. (See Appropriations section.)

*Facilities Management*

The Commission on Higher Education inaugurated a program to provide to college and university facilities' managers, engineers and maintenance supervisors technical guidance from specialists in relevant fields. Also provided was exposure to state-of-the-art systems and materials used in construction and renovation of facilities. The first increment was a symposium on roof replacement, repair and maintenance.

*Academic Libraries Study*

A statewide assessment of 16 public and independent libraries supporting graduate education in the state of Alabama was completed in the spring of 1982. The study, Cooperative Library Resource Sharing Among Universities Supporting Graduate Study in Alabama, consists of five independent reports that establish the foundation for continuing and expanding cooperative network activities. The recommendations that emerge from the study culminate in a systematic plan for cooperative resource sharing. Yet to be determined are implications for the review of new program proposals.

*Off-Campus Program and Site Review*

Major changes in the magnitude and quality of off-campus instructional programs continue since the commission was granted statutory off-campus approval authority and implemented the review process in summer 1979. A comparison of fall term 1978 and fall term 1981 reveals a reduction in off-campus credit hour production of 70.2 percent among the universities and 69.6 percent among the junior, community and technical institutions.

*Off-Campus Approval*

A significant issue has been resolved in the approval process for off-campus courses and programs offered by two-year institutions. In the lawsuit filed by the State Board of Education, questioning the authority of the commission to review off-campus operations in two-year institutions, the judge ruled that Act 79-461 "grants the Alabama Commission on Higher Education the duty and authority to authorize, regulate and

terminate any new or existing credit course, instructional unit or instructional program conducted off the main campus of a postsecondary institution under the governance of the State Board of Education . . . ." Following a phase-in period 12 existing off-campus sites for junior and technical colleges were reviewed for continuation and were approved by the commission.

*Desegregation*

Since the state was unable to develop a desegregation plan acceptable to the Department of Education (DOE) by the deadline, the DOE referred the case to the Department of Justice in January 1982. Negotiations are currently underway to resolve as many issues as possible before litigation. Also of interest is Knight vs James, a suit that requests the merger of Auburn University in Montgomery into Alabama State University (a traditionally black university in Montgomery).

*Commission Restructuring*

As part of the education reform program sponsored by the governor, a bill was introduced during the 1982 regular legislative session that would have restructured and strengthened the commission. The main changes were the addition of constitutional status, a name change (Alabama Higher Education Commission), an increase in the membership of the commission from 12 to 15, the inclusion of existing programs under the commission review and approval authority, the elimination of exempt status for various off-campus activities and the deletion of the requirement for quadrennial senate reconfirmation of the executive director. The bill did not pass in the regular session. It is probable that this bill will be the subject of a legislative special session in late summer.

*Appropriations*

The fiscal year 1981-82 education appropriation bill was finally passed in a legislative special session in August 1981. The bill contained a 6 percent cut in funding from fiscal year 1981 appropriated levels for two- and four-year institutions. The fiscal year 1982-83 education appropriations bill was passed in the 1982 regular legislative session. This bill contained increases for four-year institutions ranging from 6-16 percent over fiscal year 1982 appropriated levels. (average for all universities - 10 percent). Two-year institutions received an 8 percent increase over fiscal year 1982 appropriated levels.

*Oil Lease Windfall*

Postsecondary education also received a share of the oil lease windfall realized by the state in the leasing of off-shore lands for oil and gas exploration. A $10 million research fund was established for the comprehensive universities, a $22 million construction fund for the 21 junior colleges and 14 senior institutions. In addition, an $8 million fund for updating equipment in the 22 technical colleges and a $45 million fund for facilities and equipment for all levels of public education (kindergarten through graduate schools).

*Energy Conservation*

The Commission on Higher Education has been designated in the state's energy conservation plan as the agency responsible for implementing an energy conservation program throughout public and independent postsecondary education institutions in the state. The commission informs all postsecondary institutions of the scope of the problem. It also provides methods for in-house personnel in the institutions to reduce energy consumption and secures involvement of the greatest number possible of the 77 public and private institutions. Other responsibilities include making professional expertise available to institutions and the monitoring of energy consumption patterns.

## ALASKA

Commission on Postsecondary Education
Pouch FP
Juneau, Alaska 99811
Kerry D. Romesburg, Executive Director

*Commission Responsibilities*

The Commission on Postsecondary Education completed six full years of operation at the conclusion of the 1981-82 fiscal year. Ongoing responsibilities include the administration of Alaska's statute relating to the regulation of postsecondary education institutions and their agents, the state student loan program, Alaska's participation in the Western Interstate Commission for Higher Education student exchange and fellowship programs, and the student educational incentive grant program. The commission also acts as the state approval agency under the terms of the Veterans Administration state contract.

*Community Colleges Study*

A third and final volume of a study of Alaska's community colleges, conducted by commission staff for a legislative interim committee, contained the

results of a unit cost study for each community college and was completed in December of 1981. The cost study has served as a primary source document for commission staff to develop a budgeting formula for each of the community colleges for the purpose of ascertaining if a formula is feasible.

*Reopening of Community Colleges*

Efforts to reestablish Chukchi Community College, which opened in Kotzebue in 1978 and closed in 1980, were successful. Beginning in the fall of 1982 the University of Alaska will reopen the college. It is planned that the community college will cooperate closely with the Kotzebue Technical Center, a vocational school for adults, which was established in January 1981 under the auspices of the Northwest Arctic School District.

*Transfer Guide*

The commission published a transfer guide to assist students who plan to transfer academic credit courses from a two-year Alaskan institution to any four-year Alaskan institution. The guide reports which courses do or do not transfer and, when applicable, how courses transfer from one institution to another. Decisions regarding what and how credit will be accepted at an institution are wholly within the academic purview of the institution. It is anticipated that the guide will be updated annually and will be widely distributed.

*Publications*

The commission continues to publish its Directory of Postsecondary Educational Institutions, an inventory of institutions, programs, services and financial aid opportunities. The annual Alaska High School Senior Survey Report provides useful information to local school districts and postsecondary institutions about the future plans of graduates.

*Student Aid*

The Alaska student loan program, administered by the commission, is still one of the most popular and fastest growing programs in the state. In 1980-82, $16 million was loaned to 6,400 students. With increased maximums ($6,000 for undergraduates and $7,000 for graduate students) effective July 1, 1981, these numbers increased dramatically in 1981-82 when $47 million was loaned to 11,000 students.

*Future Projects*

Anticipated projects include the development of a strategy for a systematic assessment of outcomes for the determination of educational quality.

Other projects include program and facilities inventories for all public and private postsecondary institutions, which will eventuate in academic program reviews for all institutions.

*Appropriations*

The fiscal year 1983 general fund appropriation for the University of Alaska's statewide budget was $146.8 million, up 18 percent over last year's figure. Total authorization for the system is $234.2 million, a 16 percent increase over the previous year.

## ARIZONA

Board of Regents
1535 West Jefferson
Phoenix, Arizona 85007
Robert A. Huff, Executive Director

*Budgetary Recisions*

In November 1981, reacting to declining tax revenues, the governor called for a 5 percent recision from the 1981-82 budgets for all state agencies. This recision was handled administratively on an allotment basis for agencies reporting to the governor. Although the universities are not on an allotment system, the Board of Regents agreed to create a 5 percent balance forward at the universities from the state appropriated fund and this was accomplished by the end of the 1981-82 fiscal year. The appropriations bill that was enacted for the 1982-83 fiscal year funded most state agencies at 90 percent of their 1981-82 level, although all state employees received an automatic 4.5 percent cost-of-living adjustment effective July 1, 1982. The universities received increases in their appropriated levels ranging from 2.5 percent to 7.5 percent and their budgets (expenditure authority) were increased between 5 percent and 7.5 percent.

*Additional Recision*

In late May 1982, after state budgets for 1982-83 had been adopted, the governor called for an additional 10 percent recision. The Board of Regents, meeting in special session in June, adopted a resolution directing each university to comply with the governor's request by saving 10 percent of its 1982-83 appropriation. Should tax revenues increase, a part or all of the budget recisions will be rescinded.

*Legislative Activity*

There was increased activity in the legislature in the introduction of bills that would exercise management over the university system through statute. A bill that would mandate the universities to accept all transfer credit from all regionally accredited institutions or candidates for regional accreditation institutions was sponsored by a large number of influential legislative leaders. Faced with the virtual certainty of the passage of the bill, the Board of Regents adopted a new policy statement on the transfer of credit that was similar to the wording of the bill. The policy does, however, reaffirm the principles that the faculty offering an academic program will determine which transfer credits and courses may apply toward completion of the degree and that degrees are conferred upon the recommendation of the appropriate faculty. A bill directing the Board of Regents to adopt uniform and competitive bidding, contracting and purchasing procedures substantially equivalent to statutory provisions for other state agencies was enacted. A bill which prohibits competition by universities and other state agencies with private enterprise was passed by the 1981 legislature and became effective on July 1, 1982. A bill that would set the salaries for former university administrators who reverted to faculty status passed the house but was not heard in the senate. A proposed moratorium on hiring for all state agencies passed the legislature but was vetoed by the governor. Other bills that were introduced but did not pass would have set the salaries for university presidents and the executive director of the Board of Regents, along with key administrators in state agencies, set tuition for non-resident students at 100 percent of cost, required education faculty at the universities to teach in public schools on an exchange basis and would have created a Commission on Postsecondary Education.

*Capital Construction Bonds*

Historically, funding for the construction of academic buildings in the Arizona University System has been on a pay-as-you-go basis supported by annual appropriations from the legislature. The one exception was the issuance of $30 million of tuition revenue bonds in 1966 and 1967. Issuance of general obligation bonds is effectively prohibited by the state constitution. The 1980 legislature authorized the sale of $62.5 million of tuition revenue bonds for the

universities. The first issue of $16 million was sold in the spring of 1982. The 1982 legislature authorized the sale of an additional $20 million of tuition revenue bonds, as well as the issuance of $35 million of bonds to be backed by research overhead funds. For 1982-83 the universities received an appropriation of only $1.6 million of capital outlay funds. In contrast, during the last 15 years, the universities have averaged receiving slightly more than $10 million per year of capital outlay from the legislature.

*Programmatic Accreditation Moratorium*

Reacting to a report that Arizona's universities are affiliated with 34 different programmatic accreditation bodies that vary greatly in function, quality and usefulness to the universities, the board adopted a moratorium on affiliation with additional programmatic accreditation bodies during the 1981-82 academic year. During this period, the board's Academic Affairs Council conducted an in-depth review of programmatic accreditation affiliations and prepared recommendations that will be presented to the board in July 1982.

*Out-of-State Enrollment*

The board continued its policy of charging out-of-state students at the University of Arizona and Arizona State University approximately 85 percent of the cost of education as calculated by the board. Since the 1979-80 academic year, the total cost for nonresident students for the academic year in the Arizona universities has risen from $2,100 to a $3,250 charge for the 1982-83 academic year. In the past three years, the percentage of students classified as nonresidents has decreased from approximately 25 percent to approximately 21 percent at the two larger universities. At Northern Arizona University, where nonresident tuition has been held at a level below that of the two other institutions, nonresident enrollment has increased during each of the past three years.

*Intercollegiate Athletics*

Reflecting its growing concern over intercollegiate athletic activities, the board appointed a subcommittee to study the academic performance of students athletes. After receiving the report of the subcommittee, the board directed the universities to monitor the academic performance of all students participating in football and men's basketball. University programs for minority and other disadvantaged students are to be coordinated with special

programs to assist minority-student athletes. Tutorial programs for student athletes must be increased and graduation rates monitored by the universities. The universities will now award posteligibility scholarships to all students qualified by university definitions for such scholarships. The board expects to remain constantly vigilant in all matters relating to improper collections and/or expenditures of athletic program funds in violation of board policies, National Collegiate Athletic Association (NCAA) rules or conference regulations.

*Branch Campus*

In 1982, legislation was enacted that provides 300 acres of land for the establishment of a branch campus of Arizona State University in the western portion of Maricopa County. This action follows earlier studies by a special legislative committee and by board committees and the adoption of a plan by the Board of Regents to establish a westside branch campus.

*Education Telecommunications*

The board established the Arizona Universities' Educational Telecommunications System with the intention of ultimately linking all three universities and providing educational programs to all citizens of the state. An Instructional Television Fixed System is now operated in Tucson by the University of Arizona and Arizona State University will begin operation of a similar system in the Phoenix area by fall 1982. The board directed that these two systems be linked on a two-way basis by the fall of 1983 and envisions other linkages in subsequent years.

*Diploma Mill Operations*

Arizona continues to be one of the few states that has no specific laws requiring the licensure or regulation of private or out-of-state postsecondary institutions. As a result, some of the most flagrant diploma mill operations in the country are now active in Arizona. The only weapon against these is the consumer fraud statute that has been used successfully by the attorney general in the past. However, the number of highly questionable institutions operating in Arizona continues to grow.

## ARKANSAS

Department of Higher Education
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Gary D. Chamberlin, Director

*Appropriations*

The Arkansas General Assembly meets biennially in odd-numbered years and was last in session in spring 1981. Higher education appropriations for 1981-82 totaled $180,498,601, which would have represented a 10.9 percent increase over actual funding for 1980-81. However, state revenues fell below expectations and the actual funding for higher education for 1981-82 is expected to be $173,491,193, an increase of only 6.6 percent. The 1982-83 appropriations totaled $194,167,996, but revenue shortfalls are currently expected to reduce actual funding to $185,738,810. Thus the 1982-83 actual funding is expected to represent only a 7.1 percent increase over 1981-82 and the 1982-83 actual funding is expected to be 4.3 percent below the appropriations.

*Enrollment*

Enrollment declined slightly at Arkansas institutions of higher education in the fall of 1981. The declines were about 1 percent overall and nearly evenly distributed among state and independent four-year and state and independent two-year institutions. The high school graduating classes in Arkansas are estimated to be at their highest either in 1981-82 or 1982-83 with a decline of 10 percent to 15 percent anticipated by 1985-86 when high school graduates are expected to be at their lowest point between now and the end of this century.

*Review of Existing Programs*

In October 1981 the State Board of Higher Education began a discussion of the need for a comprehensive review of existing programs. The Arkansas Department of Higher Education (ADHE) and institutional staff compiled a thorough report on program productivity that documented the need for further evaluation of existing programs. The next session of the General Assembly will be asked to provide funding for a comprehensive review of existing programs.

*Changes in Organization and Structure*

Discussion continues on several issues about the Arkansas organization and structure in higher education. The proposal to have the director of ADHE be selected by and serve at the pleasure of the state board rather than the governor

confirming and terminating the director's appointment continues to be discussed under a legislative study request fueled by the former director's support for the proposal as he resigned. The creation of a third state level agency responsible for occupational education at all education levels also continues to be discussed. Finally, there is a proposal to create a new community college through combining an existing vocational-technical school and an off-campus center that has been endorsed by the state board. The precedent of combining a vocational-technical school with another postsecondary entity is being discussed widely since Arkansas has 24 separate vocational-technical schools, several of which are located near other public postsecondary educational entities. In addition to the changes under discussion, the University of Arkansas system, effective July 1, 1981, distinguished between the chief executive officer of the main campus at Fayetteville (chancellor) and the chief executive officer of the system (president).

*Tuition and Fees*

With the current restrictions on higher education funding significant increases have occurred in tuition and fee levels. The 1982-83 fee levels represent increases of approximately 20 percent over the last year of the previous biennium, 1980-81. The guidelines for the 1983-85 appropriation requests provide for further increases of 10 percent in 1983-84. The guidelines for the 1983-85 appropriation requests provide for further increases of 10 percent in 1982-84. There has been some institutional movement toward decreasing out-of-state tuition and fee levels for trade or service areas of institutions located on the state borders. However, legislative committees that have discussed the proposals have expressed concerns.

CALIFORNIA

Postsecondary Education Commission
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Patrick M. Callan, Director

In November 1981, the commission published its second five-year plan for California postsecondary education. The Challenges Ahead: A Planning Agenda for California Postsecondary Education,

*Planning Policy Document*

1982-87, is the policy document that represents the core of the plan. It contains the commission's recommendations about priority goals and activities for education beyond high school in California over the next five years.

*Companion Document*

Its companion document The Challenges Ahead: Issues in Planning for California Postsecondary Education, 1982-87 comprises five papers prepared by the staff of the commission that provide background for the recommendations made in the policy document. The five papers describe (1) the planning process for California postsecondary education, (2) financial issues facing the state's colleges and universities, (3) student issues, (4) faculty issues and (5) demographic, economic, and socio-political changes in the environment of higher education that colleges and universities must assimilate. The plan further identifies issues for special attention in each of the several years of the planning period. The planning emphasis for 1982-83 will be on program review issues.

*Fees and Financial Aid*

The commission's efforts with respect to student fees and student financial aid focus on three general areas: refinement and revision of the student charges model, development of a student financial aid data base, and preparation of a report and recommendations on the impact of student charges on access to public postsecondary education. The latter project resulted in policy recommendations to the legislature on individual and public levels of support for postsecondary education, the interrelationship between student aid and student fee levels, and the need for explicit mechanisms for setting and adjusting student charges. Other recommendations acknowledged the unique situation of the community colleges with respect to fees. In support of these recommendations the commission developed a set of discussion papers to provide technical background for its final policy recommendations. Follow-up reports focusing on the use of fee revenues, differentiation of tuition and fees between academic and professional graduate programs, student financial aid and statewide mandatory fees for community colleges are to be completed in December 1982.

Throughout the governmental deliberations on the 1982-83 state budget, the commission staff provided the governor and legislature with

*Fiscal Analysis*

analysis and advice on policy issues raised by the budgets submitted by the University of California, the State University, the community colleges and the Student Aid Commission. The analyses were concentrated in the areas of student affirmative action, the levels of student fees, student financial assistance, the health sciences, faculty salaries, services for handicapped students and community colleges finance. The commission's advice was rendered within the context of an unprecedented fiscal crisis that required reexamination of familiar assumptions about funding formulas, student aid and student fees.

*Community College Transfers and Enrollment*

In the last year, the commission has published periodic reports on California college-going rates and the flow of community college transfer students to four-year institutions in California. The number of community college students who transfered decreased in fall 1981 to a level about equal to that found in 1970, or about 8,700 fewer transfer students than the peak in fall 1975. Meanwhile, community colleges continued to enroll about 70 percent of all recent high school graduates going on to some type of postsecondary education in California, or about 43 percent of the total of all recent high school graduates.

*Missions and Functions*

Since its publication a year ago, the commission's issue paper on missions and functions of the community colleges has received a great deal of attention from faculty, administrator, and trustee groups at both the state and local levels. Debate over missions and functions continues as the state-level Board of Governors attempts to set statewide priorities for long-range planning and financing.

*Community College Course Classification System*

The commission staff worked with the Community College Chancellor's Office to implement a new course classification system designed to improve information about the purposes and scope of community college courses in California. Based upon commission review of the first year's data and the state's fiscal budget crisis, the legislature required that community college apportionments be reduced by $30 million in 1982-83 to reflect the shift of avocational, recreational and personal development courses to the self-supported community services category. The legislature required the California Community College Board of Governors to identify those courses to be removed from state funding, and

required the commission to review and comment on the Board of Governor's actions.

*Handicapped Students*

Legislative concern increased this year over the nature and costs of programs by the public postsecondary education systems provided for students with disabilities. Of particular interest were those programs serving residents in facilities such as state hospitals, sheltered workshops and convalescent hospitals. In order to have a clear picture of the array of services provided in each system, the types of students served and the costs of providing those services, the legislature requested that the commission conduct a study and recommend programatic and funding changes by February 1983.

*Faculty Salaries*

It is the commission's responsibility, in cooperation with the University of California and the California State University, to report each year to the legislature and governor on the level of faculty salaries and benefits required to maintain parity with selected comparison institutions. In addition, the commission is required to include analyses of community college faculty salaries, University of California medical faculty salaries, and university and state university administrators' salaries. The commission's 1981-82 salary report includes, in addition to these items, new parity projections, comments on general economic conditions, comparisons with other professional groups such as attorneys and engineers. It also includes a summary of faculty collective bargaining activities and an analysis of business and industrial competition for talent in the fields of business, engineering and computer science.

*Equal Opportunity*

In the past several years the commission's role has evolved with regard to equal educational opportunity. It has gone from conducting research leading to policy recommendations to evaluating the systemwide outreach and support service plans and programs of all three segments of postsecondary education. In this capacity the commission assesses current programs and practices against state, segmental and institutional objectives for equal educational opportunity. Activities in the past year have included a second evaluation of five cooperative interinstitutional pilot projects designed to increase the enrollment of low-income students in postsecondary education. Also included were review and recommendations

regarding state funding of educational opportunity programs during the 1982-83 fiscal year and an evaluation of the out-reach component of the California State University and Colleges core student affirmative action programs. In addition, the commission published Equal Educational Opportunity in California Postsecondary Education: Part IV, which summarizes progress from 1975 to 1980 and recommends priorities for public action during the next five years.

*Affirmative Action*

The commission's first full report on Women and Minorities in California Public Postsecondary Education: Their Employment, Classification and Compensation was published in March 1981. The second report, covering data from 1977 through 1981, will be published this fall. As part of the legislative mandate, the commission has established an employment registry for women and minorities seeking administrative and faculty positions in California postsecondary education institutions. The commission's Affirmative Action Registry, first published in fall 1980, is updated twice a year and is available to all California postsecondary institutions at no charge.

*Health Sciences*

The major commission activity in the health sciences was an evaluation done for the legislature of the Graduate Medical Education National Advisory Committee (GMENAC) report. The assumptions and methodology of the GMENAC Report were evaluated along with the recommendations of the panel, particularly with respect to medical school enrollment, and possible policy alternatives were suggested for the state. The commission also reviewed for the legislature the University of California's new Five-Year Plan for Medical Residents. It produced in conjunction with the statewide Area Health Education Centers (AHEC) system a two-part report on the legal, fiscal and policy implications of mandatory continuing education in the health sciences. In addition, data have been updated for the third biennial Health Sciences Education Plan to be completed in the 1982-83 fiscal year.

*Statewide Data Base and Surveys*

The commission has developed a comprehensive statewide data base containing information collected from diverse sources, including California institutions. The Postsecondary Education Commission also conducts information surveys for the National Center for Education Statistics and the California Department of

Finance. The data collected are used in three annual information publications: The Information Digest, the Directory of California Colleges and Universities and the Inventory of Academic and Occupational Programs in California. Recently, the commission has developed a number of computer-based predictive models dealing with student charges, student financial aid and system financing. In addition, 1982-83 will be a planning year for examination of the enrollment eligibility pools for each of California's three systems of public postsecondary education. This eligibility study was specifically funded by the 1982 legislature.

*Program Review*

The number of proposals for new programs submitted to the commission by the three public systems has declined steadily over the past five years (down from 139 in 1976-77 to 77 in 1980-81). Roughly half of all new program proposals for the past year were in the professionally promising fields of business, engineering, computer science and the health professions. The guidelines for review of program proposals were revised during 1982 to take account of the diminishing number of new programs and of the generally altered circumstances since 1975, when the commission's guidelines and procedures were first codified. The new version places greater emphasis on the review of existing programs, on the development of campus mission statements and on the preparation of a statewide academic plan. The commission also revised its guidelines governing proposals for off-campus centers and locations this year consistent with the relaxation of growth in this area.

## COLORADO

Commission on Higher Education
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Lee R. Kerschner, Executive Director

*New Financing Plan*

A new financing plan for higher education in Colorado was developed during fiscal year 1981, implemented for fiscal year 1982, and continued for fiscal year 1983. The central concept of the financing plan is that the legislature makes two basic funding decisions: (1) how many resident full time equivalent students will be supported, and (2) how much general fund support per student will be provided. Under the five major principles

of the financing plan articulated in a legislative memorandum of understanding, governing boards will have (1) increased responsibility and fiscal flexibility; (2) the authority and responsibility to set the expenditure level at their institutions, with full-time equivalent-based appropriations given to governing boards rather than institutions; (3) the authority and responsibility for setting tuition levels, subject to state statutes and commission review and approval; (4) increased flexibility to establish expenditure priorities and to transfer resources between appropriations; and (5) the authority to carry forward cash funds generated from tuition into future fiscal years without legislative reappropriation.

*Financial Reporting*

The Colorado Commission on Higher Education has adopted a set of guidelines for institutional financial reporting based on the National Association of College and University Business Officers (NACUBO) standards. The commission has also revised its policies for statewide reporting of full time equivalent student enrollments to assure comparability and consistency of the data.

*Capital Construction*

Space guidelines for facilities program planning have been evaluated and updated appropriate to current needs. Criteria for funding allocations for facilities construction and five-year construction programming have been developed in consultation with institutional representatives appointed by higher education governing boards. Those criteria give consideration to state and institutional master plans, program workload and performance, facilities utilization and condition. State revenue shortfalls allowed limited funding of capital construction needs for fiscal 1983.

*Student Aid*

Colorado continues to operate a decentralized program of state-funded student aid. The commission allocates state appropriations to participating schools and colleges, which make the awards to students. Statewide policies and procedures for administration of the funds, institutional program reviews and reporting to the legislature are all commission responsibilities. State funding for student aid during 1981-82 totaled $15.6 million, a 28 percent increase over the $12.1 for 1980-81. For 1982-83, funding for student aid has been increased to $19.7 million, with the greatest portion of the increase being in the merit-based and work-study programs. The

intent of the legislature appears to be to reward students for excellence, and to make an effort to increase overall student aid funding proportionate to anticipated tuition increases.

*Other Student Aid Programs*

A grant program to encourage enlistment and retention in the National Guard pays tuition at any state-supported two-year college or at selected four-year colleges in Colorado. The program, first funded during 1980-81 at a level of $53,000, had an appropriation of $125,000 for 1981-82, and is funded at $133,750 for 1982-83. A new fund raising incentive program has been funded as a pilot project for 1982-833 with an appropriation of $250,000. This program is intended to encourage state-supported institutions of higher education to seek additional support for student aid from the private sector by providing matching funds for private contributions for student financial assistance. The Colorado guaranteed student loan program, administered by a separate agency, guaranteed $98 million for 1981-82 program year, compared to $82 million for 1980-81.

*Master Plan*

Revising and implementing the statewide master plan, A Plan and a Process for Postsecondary Education in Colorado: Access and Quality is proceeding. The plan, first approved in 1978 as a five-year plan, will become a four-year plan, that is updated every two years and revised in the fourth year. The 1978 statewide postsecondary education master plan contained the educational goals of the state, a comprehensive demographic description of potential economic development scenarios, role and mission statements for all postsecondary institutions and issues of concern to higher education. The 1983 revised statewide master plan will also include a new financial section providing cost projections for current services and analysis of financial trends. One issue contained in the statewide master plan focused on the relationship between the state and institutional master plans. A task force, created in fall 1980 to address this issue, has developed a master planning manual for Colorado containing guidelines for the development of institutional master plans and for the development of the statewide master plan. Considerable emphasis is being placed on the coordination of the development of the state and institutional master plans. The document was approved by the commission in January 1982.

*Academic Library Master Plan*

A master plan for academic libraries was completed in May 1982. A Long-range planning committee, representing all academic libraries, worked with the commission to develop the plan. Specific recommendations and implementation strategies for improving, expanding and coordinating the resources and services of academic libraries in support of higher education and research constitute the body of the plan. The major areas addressed by the plan include: access, collection development, library services, networking and administration. The commission will continue to work with a standing Colorado Academic Library Committee to facilitate implementation and updating of the Master Plan.

*Humanities*

The Colorado Committee on Humanities and Education was established in November 1981. The committee, which is staffed by the commission, was formed at the request of the governor as a follow-up to the National Commission on the Humanities. It consists of educators and community leaders long and actively engaged in the humanities. The committee is charged with studying and assessing the needs and resources of humanities education in Colorado. To this end, the committee has drafted a proposal to survey humanities programs at institutions of higher education, to compile an analytical report of the findings and to present the findings at a symposium. The symposium will set the agenda for future studies and projects related to instruction and curriculum in the humanities.

*Foreign Languages*

A statewide conference on Foreign Languages and Education, sponsored by the commission in cooperation with faculty and administration in higher education and K-12, was held on May 14, 1982. The conference is part of a long-term project to examine the need, importance and application of foreign languages and international studies in all areas and levels of education in Colorado. Recommendations emerging from the conference provide the basis for specific projects to be undertaken by an Advisory Council appointed in the fall of 1981. These will be further developed into concept papers to be presented at a followup symposium scheduled for October 1982.

*New Technologies*

The commission has coordinated and monitored a program of educational technology demonstration projects during the past year. The program has

included production of new telecourses, faculty development training programs in computer assisted instruction, coordinated sponsorship and promotion of telecourses offered by Public Broadcasting System stations and others. In addition, the commission-coordinated off-campus Outreach Program has sponsored several technology projects. The commission staff continued to work with the Colorado PBS stations to develop instructional programs and with committees planning educational programs to be carried on cable television systems.

*Outreach Program*

The Outreach Program, offering instruction from all twelve four-year public colleges and universities and coordinated by the commission, continued to provide education throughout the state through its system of geographically-defined service area assignments. The Outreach Program also sponsored special institutional projects and demonstration technology projects and continued its sponsorship of the funded project to study the state role in lifelong learning.

*Lifelong Learning*

The lifelong learning project is one of six pilot state projects in the Kellogg-funded national project coordinated by the Education Commission of the States. In the past year, the second year of the three-year project, a highly successful statewide conference was organized and held. The conference activities focused upon the priority issues concerning lifelong learning in Colorado and the alternatives for their resolution. Postconference activities also were begun that lead into an assessment of state policy options and their implications that will culminate in dissemination of this information to state leaders.

*Institutional Authorization*

Implementation of the state's strengthened "Degree Authorization Act" began in the past year with the commission contacting all out-of-state and independent institutions and organizations offering degrees or credits in Colorado, or through a place of business in Colorado, concerning the legal requirement for accreditation on-site in Colorado. The commission monitored institutions' progress in achieving accreditation. Bible colleges and seminaries meeting specified criteria also are authorized under a section of the act.

*State-Supported Organized Research*

In June 1981, the commission was charged by legislative footnote to administer state funds for research on areas of public policy concern for Colorado by higher education institutions. The appropriation for 1981-82 was $912,439. During 1981-82 336 proposals from 18 institutions were received, requesting $11.2 million, for an average request of $33,300. Thirty-six projects were funded at 9 institutions, ranging from $8,800 to $43,000, for an average of $23,400.

*Student Transfer Program*

The purpose of the Colorado Student Transfer Program, articulated in Footnote 39a of the 1979-80 Long Bill, is to facilitate the efficient referral and transfer of students from the state's two-year colleges to its four-year colleges and universities. During 1981-82, the commission assisted in establishing, at each state-supported four-year college and university, programs to enhance the transfer of students from two-year institutions. The commission also established a Student Transfer Oversight Committee to facilitate the resolution of transfer issues.

*Auraria Higher Education Center*

In 1979, the commission adopted a plan to integrate certain academic programs and academic support services at the University of Colorado-Denver (UCD), Metropolitan State College (MSC), and the Community College of Denver (CCDA), collectively comprising the Auraria Higher Education Center (AHEC). Areas that have been integrated include certain baccalaureate degree programs and academic departments, a common pool of arts and sciences courses, registration, payroll, classified personnel services, financial aid, printing, mail services, space utilization, capital equipment inventory, and plant maintenance. Additional areas for integration are being studied.

*Degree Approval and Review*

The commission continues to review proposals for new degree programs and to grant approval to those proposals which fully meet the commission's statewide criteria for new degree programs. The commission also has established policies and procedures for reviewing existing degree programs. Based on these reviews, the commission recommends to the appropriate governing board a course of action concerning the expansion/maintenance/elimination of the programs. The process is helpful in assessing resource allocations and in strengthening weak programs. Statewide studies of

engineering and engineering technology education and agriculture education are being conducted by the commission. Commission sponsored committees representing the higher education community are studying such matters as incentives/ disincentives for quality, usefulness of the National Council for Accreditation of Teacher Education (NCATE) reports and remedial education.

*Occupational Services and Programs*

The commission has worked closely with the Colorado Department of Labor and Employment and the State Board for Community Colleges and Occupational Education in encouraging cooperation in the delivery of occupational services and programs. A cooperative relationship is extremely important for the citizens of Colorado as the state moves toward an intensive energy exploration and development phase. The commission has worked closely with the governor's office in promoting a summer "Youth Jobs" program, now in its second year.

## CONNECTICUT

Board of Higher Education
61 Woodland Street
Hartford, Connecticut 06105
Norma R. Foreman-Glasgow, Commissioner

*Higher Education and the Economy*

In July 1981, the governor named a Blue Ribbon Commission on Higher Education and the Economy to determine how the public higher education system could serve best the needs of the state and the economy during the coming decade. Comprised of business, industry and labor representatives, the commission completed its report in January and delivered it to the governor and the legislature at the start of the 1982 legislative session. The commission report identified a lack of planning and coordination, antiquated budgeting procedures, administrative inefficiencies and wasteful duplication of programs as the major problems facing the state higher education system. It recommended the creation of a strengthened governing authority with specific powers to conduct statewide planning and budgeting, to eliminate duplicative or nonproductive programs and to merge or close institutions that are no longer viable. Existing boards of trustees would remain the primary governing units for their respective institutions. The commission also recommended the implementation of a comprehensive

long-range planning and budgeting process that would identify and prioritize educational needs and allocate resources accordingly. Numerous recommendations for improving cooperation and communication among business, labor and education and for enhancing academic quality and access were included in its report as well.

*Higher Education Reorganization*

In 1982, the most significant event in higher education in Connecticut was the enactment of legislation reorganizing public higher education, based on the recommendations of the governor's Blue Ribbon Commission on Higher Education and the Economy. The legislation replaces the current 21-member Board of Higher Education with an 11-member Lay Board of Governors effective March 1983. Staff for the new board will be designated as a Department of Higher Education under the direction of the Commissioner of Higher Education. Current Board of Higher Education staff will fill these positions initially. A 22-member nonvoting committee representing the state's higher education community will be created to advise the board. Existing boards of trustees will retain their governing authority subject to conformance with policies set by the Board of Governors. The Board of Governors will serve as the central agency for the state's higher education system, with increased authority for statewide policy making, planning and budget development. Its new powers will include the merger or closure of institutions and the initiation, consolidation or termination of academic programs. These new powers are based on the board's specific authority to monitor academic programs and institutional viability and to review mission statements for all public higher education units as well as the role and scope statements of individual institutions. The board also is charged with the development of a formula-based budgeting system to be implemented by fiscal 1986. Under the new system, the board will prepare a single public higher education budget request, itemized by individual institutions and branches. Board of trustees will continue to allocate funds to their respective institutions, but with due consideration to the formula guidelines set by the board. Beginning in fiscal 1986, in the event of budget recisions, the board will have authority to determine the size of reductions levied against each constituent unit.

Spurred by the recommendations of the governor's blue ribbon commission regarding educational

*Educational Technology*

technology, the legislature directed the Board of Higher Education and the State Board of Education to establish a joint committee to coordinate the efficient use of education technology in Connecticut. Working with the State Library Board and Connecticut Public Television, the committee will coordinate computer-assisted instruction, information retrieval and transfer, data communications, televised delivery of educational programs, the development and acquisition of educational software, and other technologies used for instruction for Connecticut students. The committee is charged specifically with developing a long-range plan for investment in telecommunications and data processing technology by September 1983.

*New England Board of Higher Education*

In other action, the legislature repealed the state's 1980 decision to withdraw from the New England Board of Higher Education (NEBHE) based upon the recommendation of the Commission on Student Exchange. The commission was originally created to develop with other New England states an alternative to the regional student exchange program operated by NEBHE. In its February report to the legislature, however, the commission emphasized the critical importance of such a regional organization in assisting states during a period of shifting enrollments and fiscal retrenchment. It recommended the state remain a member of NEBHE because of the regional benefits associated with the membership and the difficulty of creating an alternative exchange program. The legislature also approved the commission's charge to members of the state NEBHE delegation to seek a comprehensive review by NEBHE of its membership requirements, dues structure and method of academic program selection for its regional student exchange program.

*Tuition Waivers*

The 1982 legislature increased eligibility for the waiver or remission of tuition by redefining the method by which waiver or remission funding is calculated to include part-time as well as full-time resident students enrolled in a degree-granting program or a pre-collegiate remedial course at the state's public institutions. Tuitions for nonresident graduate students attending the state colleges or the University of Connecticut also may be waived or remitted. The university may waive or remit tuition for nonresident undergraduate students as well. The total amount of tuition waived or

remitted may not exceed ten percent of the tuition revenue paid by the total number of full-time and part-time students in categories eligible for waiver or remission.

*Student Aid Changes*

In addition to statutory changes that allow for the waiver or remission of tuition for needy part-time students at all public institutions, the legislature took several initiatives in response to proposed reductions in federal student assistance programs. An independent loan authority was created to sell tax exempt bonds, the proceeds of which will be used to provide colleges with funds to make loans to students at below market rates. The loans must be secured by the endowment and/or assets of the college. A $3 million bond allocation was authorized to the Board of Higher Education to be used for loans to resident students in Connecticut public colleges in the event of major reductions in federal student loan programs. The legislature also authorized a $300,000 increase in student aid appropriations to provide grants and scholarships to students attending both public and independent Connecticut institutions.

*Student Aid Awards*

In 1981-82, the board administered programs through which approximately 12,000 Connecticut residents received student financial assistance totaling $8.9 million, including $1,016,000 in state student incentive grant funds. Approximately $4.4 million was distributed to students through the state's program of aid to students at independent colleges, and approximately $4.5 million was made available through six other programs, including the state scholarship program. In addition, state-supported institutions provided approximately $1.8 million in tuition waivers to needy students.

*Enrollment*

Headcount enrollment in Connecticut's public and private institutions of higher education totaled 162,723 students in fall 1981, up 1.7 percent from 1980. Full time equivalent enrollments totaled 111,700, an increase of just under one percent. Public institutions of higher education increased their headcount enrollments to 98,427 students, up 1.7 percent over 1980, and full time equivalent enrollments totaled 65,001 in the public sector, up half of one percent. In the independent sector, headcount enrollments totaled 63,281, an increase of 1.4 percent, and full time equivalent enrollments totaled 45,549, an increase of 1.3

percent. Women represented 53 percent of total enrollment in fall 1981, the same as one year earlier.

*Enrollment Projections*

In September 1981, the board published a report on "Demographic Trends and Their Impact on Higher Education Enrollment in Connecticut." Enrollment projections were made for undergraduates in both the public and independent sectors to 1990. The study found that if present participation rates continue, full time equivalent enrollment would fall approximately 3 percent by 1985. By 1990, the headcount decline would be 6 percent, with a decline in full time enrollment of approximately 11 percent. It appears that adult learners currently are participating at rates that can be expected to compensate substantially for the declining numbers of younger students.

*Conferred Degrees*

During the 1980-81 academic year, 26,939 degrees and other formal awards were conferred by Connecticut's public and private institutions. Charter Oak College, which assists students who are not enrolled in a campus-based program to accumulate credits and gain credit by examination, awarded 204 external degrees. A longitudinal study of degrees conferred from 1970 to 1980 was completed in October 1981 and updated in April 1982.

*Appropriations*

The state legislature appropriated $221.7 million for the higher education system for fiscal 1983, up $12.4 million from fiscal 1982. The Board of Higher Education had requested $232.4 million or 11 percent above fiscal 1982 expenditures for higher education. Major funding increases were requested by the board for deferred maintenance and computer system equipment at the University of Connecticut, equipment replacement and library book purchases at the state colleges, expenses related to enrollment increases at the community colleges, and new faculty positions and student financial aid at the technical colleges. The final fiscal 1983 higher education appropriation allowed for the continuation of current programs and services at fiscal 1982 levels and provided for selective program improvements. These include new positions in high demand academic areas such as engineering and data processing technology, improvements in administrative data processing capabilities and library book purchases. Additional monies were targeted to meet inflationary cost increases in nonsalary items

such as fuel and utilities and for the acquisition and replacement of equipment. Substantial increases in funding were appropriated for the tuition waiver programs at the state, technical and community colleges. The total higher education appropriation, however, reflects a $1.8 million reduction in fiscal 1983 funds for the University of Connecticut. As mandated by the legislature, the university increased tuitions for nonresident undergraduate, graduate and law students by $1,600 per year to offset the potential revenue shortfall.

*Teacher Education*

In response to concern over the quality of teacher education programs, the Board of Higher Education joined with the State Department of Education in adopting a number of measures to strengthen the teacher preparation process. These include the development of entrance and exit examinations testing the basic skills and subject matter proficiency of prospective teachers and the strengthening of admission standards, course and field work requirements, student teacher evaluation and certification standards. These measures, part of a comprehensive set of recommendations affecting all aspects of professional development for school personnel from recruitment through continuing education, were developed with the advice of the Professional Development Council, a group representing major professional education associations, institutions of higher education, the legislature, business and industry, parents and other lay groups.

*Special Studies*

The Board of Higher Education has undertaken a statewide study of data processing and computer education programs offered at public and independent institutions of higher education to assure that program offerings are responsive to growing industry and student demand. The purpose of the study is to identify needed computer programs and the fiscal resources required to support them in relation to short- and long-term employment trends, and to serve as the basis of a statewide plan to match postsecondary computer programs with the state's emerging employment needs. A special advisory committee comprised of business and industry representatives and faculty members has been appointed by the board to conduct the study which is scheduled to be completed by November 1982. The board also has begun a review of current capacity and practices of public

institutions in the area of administrative computing systems. The results will aid in developing short-term strategies to increase the use of automated systems by institutions to meet their own as well as statewide information needs. They also will allow for the coordinated development of a long-term plan for the management of information in the state.

## DELAWARE

Postsecondary Education Commission
Carvel State Office Building
820 N. French Street, 4th Floor
Wilmington, Delaware 19801
John F. Corrozi, Executive Director

*Enrollment*

Opening fall enrollment in 1981 for Delaware colleges showed an increase of 2.6 percent over that of 1980. The increase occurred for both full-time (2.1 percent) and part-time (3.7 percent) students. The overall increase included a surprising 17.6 percent jump for the independent colleges and a small decrease for the public sector.

*Appropriations*

Appropriations for postsecondary education in the fiscal year 1983 budget bill totaled 85.3 million, an increase of 6.9 percent over fiscal year 1982.

*Student Aid*

While state grant aid was not increased for 1983, legislation was enacted in June 1982 to establish a State Higher Education Loan Authority to sell bonds for the purpose of making student loan funds available to colleges. A bill which would have established a state work-study program passed in one house of the general assembly but was not brought to a vote in the other before adjournment.

*Desegregation*

Delaware's Title VI State Plan was accepted by the U.S. Office for Civil Rights, and a special state commission has been established to oversee its progress. The fiscal year 1983 state budget contained specific funding lines reflective of the Title VI plan commitments.

*Commission Organization*

The Postsecondary Education Commission has been placed organizationally within the State Budget Office. The commission will retain all of its powers, duties and independence, but the transfer will provide a closer coordination of the staff's work with the budget process.

DISTRICT OF COLUMBIA

D.C. Office of State Education Affairs
1331 H Street, N.W., Room 600
Washington, D.C. 20005
Eloise S. Turner, Chief

*Reorganization*

The D.C. Office of State Education Affairs in the D.C. Department of Human Services is now directly responsible for all of the statewide postsecondary education programs under the 1965 Higher Education Act (HEA), as amended -- Titles I-B, IV-A, subpart 3 and IV-B, and VII-A. The D.C. Commission on Postsecondary Education, which had been responsible for the predecessors of Title I-B, Sections 113 and 115, and Title VII-A, with administrative support provided by the Office of State Education Affairs, was abolished by executive order in April 1982. It has been replaced by the D.C. Postsecondary Education Advisory Council, which is responsible for advising the Office of State Education Affairs and the director of the Department of Human Services with respect to HEA Titles I-B, Sections 113 and 115 and Title VII-A (if and when funded) and Title IV-A, subpart 3. Since the Office of State Education Affairs is also the District of Columbia coordinating agency for postsecondary education, the council will also facilitate agency/institutional communication, coordination and cooperation. Other functions of the Office of State Education Affairs are to coordinate the Higher Education General Information Survey and acquire, prepare and disseminate postsecondary education data and information pertaining to and affecting postsecondary education in the District of Columbia.

*Student Aid*

In 1981-82, the Office of State Education Affairs completed a statistical study and an outcomes and opinion survey of D.C. State Student Incentive Grant recipients from 1975-76 to 1979-80. It also prepared a directory of adult and continuing education programs in the District of Columbia and analyzed student migration data for the District. As a part of the Education Information Center program, an updated Directory of Postsecondary Education Institutional Information and Support Services was also produced. The D.C. State Student Incentive Grant Program awarded $1,118,072 to 842 D.C. residents; of this amount, $350,245

has been provided to 568 students as third-party nongovernment match. In collection activities for the D.C. Guaranteed Student Loan Program from July 1, 1981 to June 30, 1982 (the D.C. government no longer participates in making new loans) 868 repayment agreements were negotiated on 915 defaulted student loans, committing a total $1,749,196 in repayments. Total collections of $272,880 included $111,680 on 2,795 hard-core defaulted loan cases referred to a collection agency. Enrollment at the 17 accredited (or recognized candidate) institutions of higher education in the District of Columbia increased by 0.1 percent from 86,296 in fall 1980 to 86,400 in fall 1981 (a decrease of 0.2 percent at the 16 independent institutions and an increase of 1.5 percent at the University of the District of Columbia).

*Independent Sector*

The D.C. Educational Institution Licensure Commission is responsible for licensure of independent postsecondary institutions in the District of Columbia, and has issued revised regulations during 1981-82 that are undergoing review prior to D.C. council approval. Eight of the independent institutions of higher education and the University of the District of Columbia are members of the Consortium of Universities of the Washington Metropolitan Area. The consortium has continued its cooperative efforts to offer students opportunities beyond those on their home campuses, while improving efficiency and eliminating duplication.

## FLORIDA

State Department of Education
W.V. Knott Building
Tallahassee, Florida 32301
Roger Nichols, Deputy Commissioner

*Master Plan*

The Postsecondary Education Planning Commission (PEPC) is putting the finishing touches on a Statewide Master Plan for Postsecondary Education. A discussion draft was made available for public reaction in July 1982 with the final document to be submitted to the State Board of Education in the fall of 1982. In developing the plan the commission prepared over 20 papers and reports on such topics as better coordination with the K-12 sector, tuition, finance, the independent sector and educational technology. The Board of Regents

of the State University System and the State Community College Coordinating Board are also in the process of designing master plans for their respective sectors. At the outset, all three groups agreed to use the same demographic, population and enrollment data bases in their deliberations. The desired outcome of this entire planning process is the development of sector plans that address specific institutional needs and strategies within the general guidelines and parameters established by the PEPC Master Plan.

*Appropriations*

In December 1981 the state cabinet took steps to reduce state agency budgets by 1.28 percent in the face of a shortfall in state revenue collections. The 28 Community College Boards of Trustees and the Board of Regents instituted plans to absorb this shortfall through reducing rather than terminating programs and services. The situation brightened considerably with the passage of a one-cent increase in the state sales tax by the legislature in April 1982. Total education and general funding for the university system was increased 8.8 percent to $492.4 million for 1982-83. No additional increase in university tuition was authorized by the 1982 legislature, however PEPC has proposed that in the future tuition levels be indexed as a percentage of state general revenue appropriations. In other appropriations action the legislature provided $14.8 million for quality improvement, an increase of $4 million, and $12.6 million for new and expanded engineering programs in the State University System.

*Community College System Funding*

The community college system as a whole received an 8.4 percent growth in general revenue with an appropriation of $297.7 million for 1982-83 taking into consideration the shortfall mentioned above. This increase included $1.9 million for the transfer of the adult education program from the public schools to the community college in one district. Increases for individual institutions ranged from 6 percent to 29.59 percent. This variation was due in part to a legislative policy restricting state funding for discretionary fee waivers granted by the colleges. To assist in offsetting the impact of this policy the legislature earmarked an additional $1.3 million for grant awards for community college students. The legislature also modified the definitions of full-time equivalent students in community college

programs to provide comparability with similar programs offered in the universities and public schools. In addition, in a time of increasing enrollments in community colleges, the legislature continued the policy of capping growth by funding a specified number of full-time equivalent enrollments.

*Student Aid*

Several major actions relating to financial aid were taken by the 1982 legislature. Under the Higher Education Loan Authority Act, counties are authorized to sell bonds to finance loans for students in public and private institutions in Florida. The College Career Work Experience Program provides $2 million to be matched on a one-to-one basis by employer contributions to cover wages for students in public and private colleges and universities. A legislative-supported study is also underway to develop a comprehensive picture of the status of student financial aid in Florida and develop policy options which will promote the most effective use of the resources available.

*Teacher Education*

In other matters the legislature capped several years of extensive work in the area of teacher education and certification with the creation of a Joint Executive and Legislative Task Force for Teacher Education Quality Improvement. The 25-member group is to report by March 1, 1983 on recommended legislation to improve the quality of teacher education.

*Budget Study*

Work has now been completed on the postsecondary education programmatic budget study that was initially recommended by the Joint Legislative and Executive Commission in 1980. The purpose of the study was to develop a budgeting system for all levels of postsecondary education based on quality standards rather than enrollment figures. Efforts are not being made to develop a computer simulation model to determine the impact of the procedures recommended by the study on the current budgeting process.

*Educational Distinction*

The State Board of Education continued to work on reaching its goal of making Florida a state of educational distinction. As part of the PRIDE Program (Program to Recognize Initiative and Distinction in Education) the community colleges organized the first annual Brain Bowl Competition. This activity, which involved 5-member teams from 19 colleges, generated over $7,500 in private

donations and a total of 26 scholarships from five of the state universities.

*Academic Skills Testing*

The first administration of the College Level Academic Skills Program (CLASP) tests is scheduled for October 1982. This program was enacted by the 1979 legislature in an effort to improve communication and computation education in public colleges and universities. Beginning in August 1984, the test scores shall be used as a condition for receipt of an Associate of Arts degree and for entry into an upper-level program in the State University System.

*English and Mathematics Program Review and Requirements*

In an effort to assist the community colleges and universities in meeting the intent of CLASP, the Board of Regents and Division of Community Colleges undertook a cooperative statewide program review of English and mathematics in August 1981. The findings and recommendations of this review were published in May 1982. As a result of this review a number of curriculum changes have been initiated in these institutions. In another approach designed to improve college-level skills, the State Board of Education adopted Rule 6A-10.30, FAC, in December 1981, requiring that public community college and university students successfully complete a specified number of credit hours in English and mathematics. Individual institutions have the option of submitting an alternate curriculum plan to one required by the rule. To date, three community colleges have chosen to develop alternate approaches. In February 1982, the Board of Regents passed a revised freshman admissions rule specifying the high school courses which must be completed prior to entry. By 1986, a total of 16 units including four years of English and three years of mathematics will be required. The rule also notes that as soon as feasible a foreign language requirement will be added. The intent of the rule is to alert students and high schools as to what is expected and to further improve the articulation of students and programs between the public schools, colleges and universities.

## GEORGIA

Regents of the University System
244 Washington Street, S.W.
Atlanta, Georgia 30334
Vernon D. Crawford, Chancellor

The Board of Regents of the University System of Georgia is the governing body for the public institutions in the state and is composed of 15 junior and 14 senior colleges and 4 universities.

*Enrollment*

A record fall 1981 enrollment in the system exceeded 132,000 students.

*System Financing*

A 16-member Study Committee on Public Higher Education Finance (4 appointees of the governor, 2 senators appointed by the lieutenant governor, 2 representatives appointed by the speaker of the house, and 8 appointees of the Board of Regents), with the staff assistance of an independent consultant, is nearing completion of a new financing formula. The committee will recommend a more effective basis for determining the funding requirements and appropriations for the University System. The study committee is dealing with many key issues, including the failure of an enrollment-driven formula to deal effectively with funding requirements for quality improvement in a time when enrollments are expected to decline or to stabilize.

*Doctoral Program*

In order to expand doctoral-level educational opportunities to areas of the state not having immediate access to such opportunities, the University System has developed and implemented the concept of the cooperative offering of residential doctoral programs in selected academic areas by the system's universities and appropriate senior colleges. The degree is awarded by the participating university, with academic requirements and standards equal to those maintained on the home campus. The participating senior college provides physical facilities and instructional support for the program. While not so limited by policy, programs currently offered are in the discipline of education. The carefully controlled cooperative program provides a means for efficient utilization of available resources in meeting identified needs in the state that may be short range in nature. The delivery mechanism is designed to encourage optimum educational and budgetary accountability.

*Teacher Education Task Force*

In an effort to identify means for increasing the level of the quality of education available to the citizens of the state, the Board of Regents and the State Board of Education have joined forces to create a task force with broadly based membership. It will conduct a comprehensive study of all phases of the teacher and administrator preparation, certification, evaluation and in-service development processes in the state. Recommendations developed by the task force will be presented to the Board of Regents and to the State Board of Education through the standing liaison committee of the two boards.

*Statewide Assessment of Academic Needs*

Upon the recommendation of the chancellor, the Board of Regents in December 1981, directed the system staff to conduct a statewide assessment of unmet academic needs in the areas of instruction, research and public service and an analysis of the sufficiency of the existing educational delivery structure. This assessment, scheduled for completion in December 1982, is divided into data collection, review and analysis phases. The work of a system assessment staff will be complemented by the completion of institutional needs assessments by each of the 33 institutions. Members of the central assessment staff will conduct site visits to each institution to meet with college or university staff, local agency heads and community leaders for discussion of area educational concerns. The report of the staff will be given to an assessment coordinating committee for review and for development of recommendations for consideration by the Board of Regents. The results of the assessment activity will be available to the broad constituencies to which the University System responds.

*Governance Issues*

A new state Constitution has been approved by the legislature and will be submitted to the people for ratification in November 1982. Because the Board of Regents is a constitutional body, part of the legislative debate on a new Constitution focused on the governance issue. Some proposals were articulated that would have, if approved, significantly altered the structure of the board and its authority to manage, govern and control the University System. The article relating to the board that emerged as part of the proposed new Constitution, however, does not significantly alter either the board's authority or its structure.

*Vocational/ Technical Schools*

Some discussion is beginning to surface with regard to the possibility of a change in the governance structure of postsecondary vocational/technical education in the state. Currently, the vocational/technical schools are under the jurisdiction of the State Board of Education. There have been some public, though not official, proposals that a board be created for these schools. Complicating the issue is the fact that four of the University System's junior colleges have vocational/technical divisions jointly funded by the Board of Regents and the State Board of Education. The idea of including the state's public junior colleges under such a new board, a move that would obviously impact to a serious degree the current structure and operation of the University System, has also been mentioned.

## HAWAII

University of Hawaii
2444 Dole Street
Honolulu, Hawaii 96822
Fujio Matsuda, President

*State Financial Support*

Despite some problem areas, 1981-82 was a generally positive year for higher education in Hawaii. Fairly generous financial support from the state enabled the University of Hawaii system to make progress in strengthening academic programs and to begin to correct deficiencies related to deferred maintenance in previous years. In April 1982, the University's Board of Regents adopted a mission statement intended to guide the institution's development in the 1980s and beyond.

*Faculty Recruitment and Retention*

During the 1981-82 year, problems of recruitment and retention of faculty became acute in disciplines for which competition for quality faculty has recently intensified. These include most business administration and engineering fields, as well as computer science. The problems have been dealt with on a case-by-case basis through Board of Regents action to authorize above-scale appointments and grant exceptional salary adjustments. During the year a proposal to deal more systematically with this type of problem was developed and discussed internally. It was, as expected, greeted with less than complete enthusiasm by faculty whose field of expertise is not currently under market pressure. Further discussion, and possible action, is expected in

fall 1982.

*Personnel Policies*

The Board of Regents adopted two personnel policies in 1981-82 intended to improve accountability for the use of faculty and other professional staff resources. The first mandates periodic evaluation of all professional employees, including tenured faculty. The second provides standards and guidelines for making teaching assignments for instructional faculty. Both have met with significant faculty opposition, particularly from the faculty union, which has legally challenged the board's authority to adopt them. The legal issues are pending a decision by the Hawaii Public Employment Relations Board.

*Budget*

Preliminary information on the 1983-85 biennium budget, now under development, indicates that serious problems may lie ahead. State revenue estimates and initial budget ceilings suggest that the University of Hawaii's budget will have to be reduced significantly below the current service level. The impact of this is still under study, but it does not appear likely that a cut of the magnitude suggested can be absorbed through across-the-board belt-tightening measures without serious deterioration in quality. The University of Hawaii will have the advantage of being able to draw on the experience of mainland institutions that have had to deal with this serious problem during recent years.

IDAHO

State Board of Education
Len B. Jordan Building, Room 307
650 West State Street
Boise, Idaho 83720
Milton Small, Executive Director

*Funding Reduction*

In May of 1982, when it appeared Idaho's general account revenues would fall short of the appropriated spending level, Governor John Evans ordered a $7.1 million allotment reduction. The public college and universities' portion was $2.5 million, with additional reductions ordered for other special programs (including the University of Idaho's Agricultural Research and Cooperative Extension Service). Part of the savings were anticipated to come from a mandatory work-week reduction from 40 to 32 hours for seven weeks for employees paid from the state's general account.

Although most teaching faculty were not included in the reduction, administrative and support staff were affected, and institutions closed on Fridays, with plans to limit summer session classes to four days. Other savings were anticipated through deferring various projects, eliminating nonessential travel, freezing vacant positions, postponing physical plant projects, and laying off part-time or irregular help. Institutions already were operating under a board-declared "state of financial exigency" for the fiscal year, which required the lay-off in the spring of 1981 of 27 employees at the University of Idaho and Lewis-Clark State College.

*Appropriations:*

For fiscal year 1983 operations at the four higher education institutions, the Idaho legislature appropriated $72,850,000 from the general account and a one-time total of $727,000 for preventive maintenance projects. Including revenue from the state endowment funds and from student fees and nonresident tuition, funds available to for the general operation of the college and universities in fiscal year 1983 are estimated to total $89.7 million. The board had requested almost $2.2 million for a faculty salary equity adjustment, basing its request on a study of the disparity between Idaho research and teaching faculty salaries and those paid for comparable positions at "peer" western institutions. The legislature appropriated $350,000, or 16.1 percent of the requested amount. In April of 1982, the board allocated the funds among the four institutions, basing part of the distribution on its annual analysis of each institution's costs for comparable instructional programs and services. The board agreed to make up 40 percent of the identified disparity. Lewis-Clark State College was excluded from the analysis to give the board staff more time to study the school's contention that certain support or fixed costs are necessary at any institution, regardless of size, if it is to remain viable and efficient. The board agreed to continue the annual cost study and equity analysis, instructing its staff to include unique instructional programs, noncredit instruction, research and public service.

*Faculty Salary Equity Adjustment*

*Equity Analysis*

Through legislative intent language and the amount of the fiscal year 1983 appropriation, the Idaho legislature directed the board to move toward "central management" of the state's three public television stations, each located at a host

*Public Broadcasting*

university campus. During fiscal year 1982, the three stations operated with federal grants and private donations, since the legislature had prohibited use of state funds for programming and operations and provided only $95,000 to maintain the state's microwave and translator system. A fiscal year 1982 supplemental appropriation was approved with legislative intent language requiring the board to move toward central management of the three stations, with that management directly responsible to the board itself. In interpreting that language, the board agreed the manager would have final responsibility for programming and budgetary decisions. The legislature also appropriated $680,000 for station operations during fiscal year 1983. The board approved general guidelines which limited use of state funding to educational or instructional programs, with evening or public programming to be funded by private contributions. (The appropriation was the amount identified by the board staff as being sufficient for operations of a centrally-managed system; the board had requested $1.1 million to continue operating three relatively autonomous stations.) As a result of the shift to central management, the state will be eligible for only one Corporation for Public Broadcasting Community Service Grant (rather than three grants if each station were to retain its autonomous management).

*Study Committees*

During its 1981 session, the legislature voted to establish an interim committee to study postsecondary education. Only one of the committee's final recommendations was submitted to the legislature during 1982. This was a proposed constitutional amendment that, if approved by legislators and voters, would have authorized assessment of resident tuition in Idaho. However, that proposal failed in the house of representatives. During the 1982 session, a private group -- the Idaho Association of Commerce and Industry -- proposed its own study of postsecondary education. The legislature, by resolution, and the governor, by executive order, endorsed the study, which is now underway. Additionally, the Legislative Council has undertaken a study of compensation for state employees, which will be completed prior to the 1983 session.

The legislature restored funding for first-year students from Idaho in the Western Interstate

Commission for Higher Education (WICHE) student exchange program in health areas, continued support for the WAMI (Washington-Alaska-Montana-Idaho) Medical Education Program and the WOI (Washington-Oregon- Idaho) Regional Program in Veterinary Medicine. It also provided funding for the new Regional Dental Education Program, a cooperative dental studies program with Creighton University, through which Idaho students will spend their first year of studies on the Idaho State University campus. The board's fiscal year 1983 budget request included a planned phase-out of the state's participation in a cooperative agreement with the University of Utah, which guaranteed five seats in the medical school each year for Idahoans. However, the legislature continued to support the program with the provision that the two states renegotiate the contract according to specifications set forth by the legislature. The legislature also authorized by statute the negotiation of reciprocal tuition-waiver agreements with neighboring states that have enacted similar legislation. To date, only Utah has approved similar legislation, and currently discussions are being held on implementation of the reciprocity authority.

*Medical Programs*

*Enrollment*

Headcount enrollment at the state's four higher education institutions fell slightly -- to 26,682 in the fall of 1982 from 26,952 in the fall of 1981 -- due perhaps to the increases in full- and part-time resident fees and nonresident tuition approved by the board. During the same time, junior college enrollments rose slightly, to 3,830 from 3,866. During the same time, however, student full time equivalent enrollments in academic programs rose to 20,672 (from 20,374) at the college and universities, and to 2,789 (from 2,786) at the junior colleges. Headcount enrollment at the state's six area vocational technical schools rose slightly, to 3,369 from 3,291.

ILLINOIS

Board of Higher Education
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500 Reisch Building
Springfield, Illinois 62701
Richard D. Wagner, Executive Director

In addition to annual budgeting and programmatic activities, the Illinois Board of Higher Education and its staff have undertaken a number of special analytical and planning studies involving both the public and independent sectors of higher education in Illinois. Topics have included health professions, off-campus programs, federal support for higher education, the fiscal condition of nonpublic institutions in Illinois, faculty compensation, energy consumption and conservation, and tuition and student financial aid.

*Analytical and Planning Studies*

Revised master plan policies for education for the health professions were approved by the board in November 1981. These policies were related to the health professions of medicine, dentistry, podiatry, optometry, allied health, nursing and veterinary medicine. The adoption of these policies led to the appointment by the board of ad hoc committees to study particular issues of concern in dental and medical education. The Dental Education Committee was charged to review the statewide capacity for dental education, alternatives to regionalization of dental education and retention of dental school graduates in Illinois. It also was to review the economic and educational justification for an existing public university dental school in the state. The Medical Education Committee was charged to study ways to improve retention of medical school graduates for practice in Illinois. The work of the dental committee was completed during the winter and the Medical Education Committee completed its work in June. A staff study of comparative costs of medical education at public universities in Illinois was submitted to the board in October 1981.

*Health Education*

The Off-Campus Program Committee, also appointed by the board this year, is nearing completion of the first phase of its work. Recommendations on guidelines and criteria to be utilized in the review and approval of off-campus programs are being prepared for the board. Other topics to be taken up by the committee include program priorities, effective use of state resources and appropriate delivery system for off-campus programs.

*Off-Campus Programs*

In addition to these studies, the board staff completed two other special studies of particular interest. They were an analysis of federal

support for Illinois higher education and a study of the fiscal health of the nonpublic sector of higher education in Illinois. The study of federal aid examined the areas of student assistance, university research and training programs. It included a recent history of federal aid in Illinois as well as current and projected federal support, based on the President's proposed budget.

*Fiscal Studies*

*Nonpublic Sector and Other Studies*

The study on the fiscal health of the nonpublic sector institutions provided an analysis of conditions affecting the strength and contributions of independent colleges and universities in the state during the period 1972-76 through 1979-80. Other studies completed during the past year included a progress report on energy consumption and conservation at public colleges and universities and an annual study of compensation at Illinois higher education institutions. Also completed were budget issue papers on public university tuition and staffing patterns at public universities, a report on the fiscal year 1981 student financial aid survey, a comparative analysis of fiscal 1981 costs at Illinois public universities and other budget-related analyses.

*Appropriations*

Fiscal year 1982 state funding for Illinois higher education increased over the previous year's funding although not in the same magnitude as in past years. Operations and grants appropriations approved by the governor and General Assembly totaled $1.19 billion, a 4.1 percent increase over fiscal 1981 appropriations. This included funds for an average eight percent salary increase for public college and university employees with an additional two percent increase at mid-year.

*Faculty and Staff Funding*

Funding for faculty and staff compensation and for the universities' retirement system have been and continue to be high priority items for the Illinois Board of Higher Education. In order to provide sufficient funds for salary increases for fiscal year 1982, the governor reduced fiscal year 1982 funding for the public college and university pension system. This action by the governor emphasized the problems being faced by Illinois as well as other states in maintaining adequate funding to support quality programs at higher education institutions in light of current economic conditions.

*Capital Improvement*

Fiscal year 1982 higher education capital improvement projects approved by the governor totaled $40.8 million. These projects included urgently needed remodeling and rehabilitation, remodeling for handicapped accessibility and energy conservation, and funds to complete new building and remodeling projects already underway.

*Operations and Grants Budget*

In January 1982, the Board of Higher Education recommended to the governor and General Assembly a fiscal year 1983 operations and grants budget totaling $1.33 billion, an increase of $135 million, or 11.3 percent over fiscal year 1982 appropriations. Tuition increases averaging 15 percent were recommended for public universities with additional funds beyond 10 percent to be allocated to programs in high cost, high student demand areas. The board recommended $50.0 million in new capital projects, including $8.2 million for energy conservation and fuel conversion projects and $7.2 million for food production and research projects. In February the governor requested the board to allocate a budget of $1.21 billion, including $1.0 billion in General Revenue Funds. The governor's proposed budget represents a 1.8 percent decrease from fiscal 1982 General Revenue Fund appropriations. Cutbacks in federal programs as well as reduced availability of state funds continue to force difficult budget decisions at a time when enrollments are still increasing. At the time of this writing, legislative action has not been completed on the fiscal year 1983 appropriations.

*Enrollment*

Headcount enrollments for fall 1981 in Illinois colleges and universities were up by more than 5.4 percent, the majority of that increase coming in community colleges. Enrollments at public community colleges increased by 10.2 percent, while enrollments at public universities were up 0.1 percent. Nonpublic institutions experienced enrollment increases equal to .9 percent.

*Student Aid*

Data from the annual student financial aid survey for 1981 indicated that a total of $740.9 million in financial aid was received by some 339,366 undergraduate and graduate students during that fiscal year. The largest increase from 1980 to 1981, a 61.6 percent increase in student loans, was a result of the Middle Income Student Assistance Act. Of the aid distributed in fiscal 1981, $166.0 million (22.4 percent) was supplied

by the state, $163.4 million (22.1 percent) was provided by the federal government, $149.9 million (20.2 percent) was provided by institutions and $261.7 million (35.3 percent) came from other sources including direct lending institutions.

*Review of Existing Programs*

As part of its statutory responsibility the board and its staff analyzed reviews of existing programs at public colleges and universities and reviewed requests for new units of instruction, research and public service programs at public institutions. The board also is responsible for evaluating requests for operating authority and degree granting authority for certain independent colleges and universities in Illinois.

*State Grant Programs*

Four state grant programs were administered by the board during the past year. They were the Illinois Financial Assistance Act, the Health Services Education Grants Act, the "Fifth Pathway" program and the Higher Education Cooperation Act. Under the Illinois Financial Assistance Act grants totaling $11.2 million were made in fiscal 1982 to nonpublic institutions in Illinois, based on enrollments of Illinois resident students. Fiscal 1982 grants under the Health Services Education Grants Act totaled $16.6 million. These grants were for increased enrollments in health professions education programs and included grants for increased minority enrollments in some programs. Fifth Pathway grants totaling $365,600 were made to medical schools that provided a year of supervised training to graduates of foreign medical schools.

*Higher Education Cooperation Act Funding*

Projects receiving funding under the Higher Education Cooperation Act included cooperative graduate studies centers, other interinstitutional cooperative programs, and a library resource sharing project that encompasses many public and independent higher education libraries in the state. Funds for these programs for fiscal year 1982 totaled $1.2 million. Funding for federal programs administered by the board was phased out during this past year.

## INDIANA

Commission for Higher Education
143 West Market Street, 4th Floor
Indianapolis, Indiana 46204
George B. Weathersby, Commissioner for Higher Education

*Continued Closed Budget*

Meeting at the midpoint of the 1981-83 biennium, the short (thirty session days) session of the General Assembly met without opening the budget. This result was in accord with the wishes of the governor who had said before the session began that the only reason the budget would be opened would be to reduce it. The General Assembly did take several actions to accelerate the collection of taxes, but no significant changes in taxes were passed. Hence, 1982-83 appropriations for higher education remained unchanged from the 0.2 percent increase that had been previously approved.

*Repair and Rehabilitation Funds Frozen*

By executive action, the State Budget Agency has frozen the $15.5 million biennial repair and rehabilitation appropriation to public colleges and universities. Only emergency requests will be honored and emergency criteria have not been spelled out.

*Fee Increases*

Indiana's public colleges and universities all increased their fees substantially for the 1982-83 academic year. Most increases in resident undergraduate fees were in the neighborhood of 15 percent, with a range from approximately 11 percent to a high of almost 17 percent. These increases followed upon similar increases for the 1981-82 academic year.

*Increased Nonresident Fees*

Nonresident undergraduate fees rose some 18 to 20 percent with increases as low as 8 percent and as high as 24 percent. Previous year increases had ranged from 17 to over 25 percent.

*Increased Professional Fees*

Professional program fees rose 33, 20 and 22 percent respectively for dentistry, medicine, law and veterinary medicine. These increases compare to 35, 64, 16 and 15 percent increases in the 1981-82 academic year.

*Inflation-Adjusted Fees Decline*

Even with these substantial fee increases for the past two years, undergraduate resident fees in Indiana have not kept pace with inflation over the past ten years. Between the 1973-74 and 1982-83 academic years, inflation-adjusted fees have increased approximately 13 percent in Indiana. Inflation-adjusted fees have fallen at five public institutions, with declines ranging from 6 percent to 43 percent. At the remaining public institution, inflation-adjusted fees have risen 48 percent.

*Revenue Shortfalls and Impact*

On June 16, 1982, the governor took a series of steps in response to a projected shortfall of $85.3 million in 1981-82 revenues. This shortfall amounts to 3.9 percent of general fund appropriations for 1981-82. The steps taken by the governor were: (1) a total freeze on personnel vacancies, present and future, (2) a total freeze on general fund capital appropriations except for preventive maintenance, (3) a freeze currently in effect on new equipment purchases and leases continued indefinitely, (4) no cost-of-living adjustments for state employees for fiscal year 1982-83, (5) suspension, for the time being, of merit increases for state employees and (6) all state government agencies required in 1982-83 to hold spending for most purposes other than payroll to 90 percent of their budget. The governor noted that he did not have the authority to apply the same specific cutbacks to other entities of state and local government supported with state general fund money. He called upon local school corporations and the state's public higher education institutions to cooperate in controlling spending voluntarily in order to help the state extricate itself from its difficult financial circumstances. The governor also noted that it might become necessary during the year to delay state distributions because of cash flow problems.

*Economic Development*

As part of an on-going effort to enhance Indiana's economic development, the governor asked Indiana's public colleges and universities to report on the additional activities that each of them could undertake to contribute to Indiana's economic development. A wide range of proposals was made. The responses were reviewed by a panel of industrial leaders selected by the governor and discussed at several meetings involving the chairmen and presidents of public colleges, General Assembly leadership, representatives of the Commission for Higher Education, and the governor and lieutenant governor. Institutions will include appropriate activities in their 1983-85 Biennial Budget Request which will be received by the state on September 1.

*Corporation for Innovation Development*

The purpose of an established corporation for innovation development is to make investments and provide financing to Indiana business firms in a manner that will encourage capital investment in the state of Indiana, encourage the establishment or expansion of business and industry in the

state, provide additional jobs within the state and encourage research and development activity. Taxpayers are eligible to receive a 30 percent state income tax credit for purchase of stock in this corporation. Total tax credits for all taxpayers are limited to $5,000,000 over a three-year period. Not less than 5 percent of the net income of the corporation will be contributed to state universities to be used for the purpose developing business and industry in the state of Indiana. The allocation of funds among state universities is the responsibility of the Commission for Higher Education. This corporation will study and act upon issues such as how to encourage research and development; how to transfer the technology of new processes and new products to Indiana farms, agri-businesses and industries; and how to meet the need for skilled personnel in new high-technology industries. The board of directors consist of 24 persons with 8 members each drawn from the public, university and private sectors.

*Scholar Program*

A new program for recognizing and encouraging Indiana's high school scholars to attend college in Indiana went into effect. Under this program, each high school, depending on the size of its graduating class, selects from one to three students to receive a $500, nonrenewable grant award to attend an Indiana college or university of their choice.

*Student Aid*

The State Student Assistance Commission selected a new contractor for its Guaranteed Student Loan Program. The Higher Education Assistance Foundation will replace United Student Aid Funds in this capacity.

## IOWA

Board of Regents
Lucas State Office Building
Des Moines, Iowa 50319
R. Wayne Richey, Executive Secretary

*Long-Range Planning*

As part of the regents long-range planning processes, biennial academic seminars are held at each of the universities. In conjunction with the one- or two-day seminars for members of the Board of Regents, the universities prepare comprehensive academic planning documents to summarize the plans of each institution. The current series of

planning seminars began in spring 1982 and concluded in October 1982. Biennial budget requests are also under development at this time. During the year, the board received reports on enrollment, student financial aid, faculty developmental assignments, faculty resignations and tenure.

*Tuition Increases*

The Board of Regents approved tuition increases for the 1982-83 academic year of approximately 9.5 percent for undergraduates and between 11.0 and 33.3 percent for graduates and professional students. These increases are beyond those previously approved for the 1981-83 biennium and represent a change in the board's practice of setting tuition on a biennial basis. The area colleges are responding to current fiscal needs by projecting tuition increases for the 1982-83 school year. Present projections indicate that at least 11 of the 15 area colleges will raise tuition and the average increase for all area colleges now being projected is over 6 percent more than the 1981-82 school year tuition.

*Enrollment Analysis*

Representatives of the area schools and community colleges, the independent colleges and the regent universities continued cooperative efforts in a statewide enrollment analysis project. This project, with Ford Foundation funding, also involves cooperation with nine other states and with the National Center for Higher Education Management Systems (NCHEMS). A statewide enrollment projection model is being updated and analyzed and significant student and institutional variables have been discussed.

*Student Aid Study*

A task force representing all sectors of postsecondary education has continued to study and report to the governor the impact of proposed and actual reductions in the federal budget. A detailed study of student aid is being initiated by the Board of Regents. The Board of Regents, in March 1982, stated its opposition to the elimination of the eligibility of graduate and professional students for guaranteed student loans, and to the elimination of the graduate and professional opportunities fellowships. The board also supported the concept of guaranteed student loans based on financial need effective in 1983-84 and continuation of Pell Grants, work-study and other need based assistance programs at the level of the current year.

*Articulation Agreement*

Representatives from Iowa's community colleges and the regent universities signed an articulation agreement in December that allows students graduating with an associate in arts degree from a community college to have fulfilled the general education requirements in the arts and humanities division at the three regent universities and transfer with junior level standing. The agreement stipulates that the associate in arts degree will include a minimum general education distribution of 40 semester hours in communications, humanities, math and science, and social sciences. This agreement should be helpful in reducing problems in the transfer of credits from the community colleges to the regent universities.

*Appropriations*

The 1981 session of the General Assembly approved two appropriations important to area colleges (area community colleges and area vocational schools). These appropriations were an additional $100,000 for the vocational technical tuition grant program for students attending career programs in area colleges and an appropriation of $275,000 to fund the Iowa Industrial Start-Up Training Program. This latter appropriation is particularly significant since this program, which is intended to assist in the training of new employees for new and expanding industries, was initiated in fiscal year 1980, but because of fiscal constraints, was temporarily discontinued in fiscal year 1982.

*Private Nonprofit Foundations*

The 1981 General Assembly approved authorizing legislation for area colleges to establish private nonprofit foundations. This legislation is of particular importance to area colleges since many of the colleges are assisted by foundations, but the express authorization for an area college to establish such a foundation was not included in the Iowa Code.

*Area College Boundaries*

The 1981 General Assembly approved a bill relating to the boundaries of the merged area served by an area college. This bill was considered necessary by area colleges since the prior legislation required that the boundaries of the merged area served by an area college be coterminous with the boundaries of local school districts. This requirement became a potential problem since a number of local school districts are considering various types of mergers. These mergers could

have changed the boundaries of the area college and possible significantly reduced the merged areas served by some of the area colleges. Such a reduction would have had an impact on the amount of income received from the local tax levies.

*Area College Leases*

The 1981 General Assembly also approved a bill that amends the Code to require that area college leases of less than 10 years in length and for less than $25,000 per year not require approval by the State Board of Public Instruction. Prior to this legislation, every lease entered into by an area college had to be approved by the State Board of Public Instruction.

*Registration of Out-of-State Institutions*

The Iowa Coordinating Council for Post-High School Education has drafted and approved legislation that would require the registration of most out-of-state institutions providing courses and programs in Iowa. This legislation will be introduced in the next session of the General Assembly.

*Student Aid:*

The 1982 legislature provided supplemental appropriations of $1,000,000 for three need-based scholarship and grant programs administered by the College Aid Commission, with the appropriations totaling $16,550,000 for the 1982-83 year. This represents an increase of 11.6 percent over funding for 1981-82. The maximum award under the tuition grant program for independent college students remains at $1,700. The need-based programs will be supplemented in 1982-83 by approximately $800,000 in federal funds under the State Student Incentive Grant Program (SSIG). The College Aid Commission also received $60,000 to continue contracting with out-of-state optometry colleges for the training of Iowa residents; $450,000 to provide for training of Iowa residents at the College of Osteopathic Medicine and Surgery in Des Moines; and $20,000 for 1983 to contract with out-of-state podiatry colleges for the training of Iowa residents. The Iowa National Guard educational benefits program established in 1978 received $25,000 to provide non-need based grants of up to $250 for enlisted National Guard persons enrolled at least half time in approved Iowa postsecondary schools. Operating funds for these programs were provided at $343,809 for 1983, an increase of 8.2 percent.

*Guaranteed Student Loan*

The Iowa Guaranteed Student Loan Program, implemented by the Iowa College Aid Commission in

May 1979, operates without expense to the state. At the close of fiscal year 1982, the total outstanding loans under College Aid Commission guarantee came to more than $270 million. During its third full year of operation, the commission guaranteed loans totaling more than $120 million to 58,420 Iowa students. In May 1982, the commission implemented the Iowa PLUS Program that will provide guaranteed loans for parents of dependent undergraduate students, as well as for graduate students and self-supporting undergraduates. *Program*

The 1982 legislature passed a bill which will allow the commission to offset any state income tax refunds for individuals who have defaulted on guaranteed student or parent loans. Their refunds will be applied to payment of their defaulted loans. *Defaulted Loans*

The legislature created the Iowa Higher Education Loan Authority to issue revenue bonds to fund student loans for students attending Iowa private colleges. Intent of act is to supplement federal and state student loan programs. *Revenue Bonds*

KANSAS

Board of Regents
Merchants National Bank Tower
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Stanley Z. Koplik, Executive Officer

The 1982 legislature approved $284.9 million in appropriations from the state general fund for regents institutions for fiscal year 1983. This amount represents a 11.1 percent increase over the general fund appropriation for last year and was approximately $2.1 million less than that recommended by the governor. Total funding including auxiliary enterprises totaled $560.9 million or 9.7 percent over 1982 funding. Capital improvements for the year from the state general, federal revenue sharing and state education building funds were financed in the amount of $14.3 million. A 7.5 percent faculty salary increase was approved by the legislature, while a 6 percent increase in other operating expenditures for the public institutions was also approved. In addition, the legislature appropriated $900,000 to the regents office for allocation to faculty in *Appropriations*

high demand areas such as business, computer science and engineering.

*Health Education*

The Kansas legislature continued funding for a number of contractual agreements with other states for the admission of Kansas students into professional schools not available in Kansas. The legislature did, however, discontinue the osteopathic contractual agreement and replaced it with an osteopathic scholarship program. This program provides up to 15 scholarships per year for Kansas students enrolled in osteopathic programs in other states. In addition the legislature has funded three post graduate osteopathic scholarships for fiscal year 1983. The reciprocity agreement with Missouri was changed so that Kansas will now purchase 30 seats per year in dentistry (Kansas formerly purchased 40 seats per year). The contractual agreements in optometry have been consolidated so that Kansas now purchases all ten seats per year at the University of Houston.

*Legislative Committee Studies*

Several interim legislative committees have been appointed to study issues related to higher education. These committees will study the faculty retirement program, the impact of federal cutbacks on student financial aid programs in Kansas and the operation of the University of Kansas College of Health Sciences and Hospital.

*Budget Request Process*

The State Division of the Budget is implementing a new three-tier budget request process. Under that procedure each state agency submits three budget requests: Budget Request A is based upon a conservative estimate of state revenues, Budget Request B is based upon the best estimate of state revenues and Budget Request C is based upon the agency's needs regardless of state revenue projections. The regents system will participate in the new budget system in fiscal year 1984.

*Automation of Cost Analysis*

The regents office was awarded a National Center for Education Statistics (NCES) Capacity Building Grant to automate the cost analysis studies it has been conducting for the past several years. The cost analysis studies include comprehensive cost and activity measures for the 6 regents universities and 23 institutions in other states. The project will be completed during fiscal year 1983.

The legislature authorized a special study of library facilities at the three largest regents universities. The study was conducted by Peat, Marwick, Mitchell and Company. The final report, delivered toward the end of fiscal year 1982, concluded that the three largest regents universities have the need for additional library facilities and that existing library facilities need to be remodeled. The study estimates the cost of the recommended facilities to be approximately $40 million.

*Library Facilities Study*

KENTUCKY

Council on Higher Education
West Frankfort Office Complex
U.S. 127 South
Frankfort, Kentucky 40601
Harry M. Snyder, Executive Director

In 1981-82 Kentucky dealt with a number of higher education issues. Major studies begun previously were completed, others continued, and several new issues were addressed for the first time. The General Assembly made significant changes in the composition of the coordinating agency and in the management systems on the university campuses. Three studies initiated prior to 1981-82 were completed during the year. The council completed a review of university mission implementation in July 1981. The study concluded that substantial progress has been made by Kentucky's universities and community colleges in implementing missions adopted in 1977, but that there are persistent problem areas that need attention. The study stated that the next steps to be taken in mission development must be the clarification of the relationship between the missions adopted by the council and those of the universities; the encouragement of interinstitutional cooperation; more precise evaluation of institutional accomplishments; and the refinement of the relationship between the commonwealth and autonomous institutions of higher learning.

*Major Studies*

The Committee on Higher Education in Kentucky's Future, a group of more than 30 leading Kentuckians, completed a seventeen-month study and made 99 specific recommendations for wide-ranging changes in higher education. The committee's

*Quality and Excellence*

report entitled, In Pursuit of Excellence, has as its central theme the development of quality and excellence in higher education.

*Admission Standards and Secondary School Curriculum*

The council and universities began a study of the development of admission standards and the development of a pre-college curriculum. The Committee on Higher Education in Kentucky's Future recommended that Kentucky's universities should move toward establishing admission criteria in addition to the high school diploma requirement for admission and that the universities should agree upon and require as a prerequisite for admission the completion of a basic college preparatory curriculum. The council is expected to respond to recommendations in these areas late in 1982.in these areas late in 1982.

*Management Practices and Procedures*

A comprehensive, two-part study of the management practices and procedures of Kentucky's public universities and their respective agencies and affiliates was completed during 1981-82. Phase I of the council-initiated report, completed by two management firms, included recommendations concerning the adequacy and utilization of resources available to the public institutions; costs inconsistent with institutional missions; and external barriers to effective, efficient operation. One of the most significant results of the Phase I study was the passage of legislation that provides mechanisms to the universities to significantly reduce the time and procedural problems associated with several aspects of institutional management. The Phase II portion of the study was completed in July 1982, and contains a separate analysis and a series of recommendations for improving the nonacademic management of each university and for addressing computing needs in higher education.

*Computing Services*

In October 1981, the council and universities joined in an extensive effort designed to result in an up-to-date plan for statewide higher education computing services. Kentucky has operated a higher education computing network since 1974. The new study, scheduled for completion in mid-1983, will initiate a rolling five-year plan which will seek to provide maximum computing services to all areas of higher education at minimum cost.

*Desegregation*

Kentucky received conditional approval of its higher education desegregation plan in January

1982. The state was cited by the U.S. Office for Civil Rights (OCR) in January 1981, as failing to comply with Title VI of the 1964 Civil Rights Act, and was requested to develop a plan designed to eliminate vestiges of its formerly dual system of higher education. The plan was accepted conditional to the attainment of a series of plan commitments by August 1982. Commitments were included to address OCR concerns in three areas: enrolling more minority students in traditionally white institutions; increasing the number of black faculty and staff at traditionally white institutions; and strengthening the traditionally black institution -- Kentucky State University.

*Student Aid*

A fourteen-member task group investigated the potential impacts on Kentucky of proposed cuts in federal collegiate financial aid programs. The group, representing a cross section of the higher education community, met in February and March 1982 and proposed several changes in Kentucky student financial aid statutes or procedures of the Kentucky Higher Education Assistance Authority, the agency responsible for the administration of the student aid programs. In response to the task group and other interests, the General Assembly made several changes in this area including: the authorization of a self-supporting, short-term loan program from which loans are to be made for tuition, fees and room and board; the authorization of a fully self-supporting, nongovernmentally issued student loan program; the authorization to use taxable bonds to finance student loans; and the authorization to raise the bonding limit of the student loan corporation from $150 to $400 million.

*Health-Related Programs*

Progress was continued in the development and implementation of several health-related programs. The council and universities cooperate in the Professional Education Preparation Program (PEPP) as passed by the 1980 General Assembly. PEPP is intended to increase the number of students from rural and intercity underserved areas who apply to, are accepted into, and graduate from medical and dental school. A series of special academic preparation programs were provided to participating students during the last year. The Kentucky Allied Health Project, supported by the U.S. Department of Health and Human Services, and the Nursing Education Project, supported by the

W.K. Kellogg Foundation, continued during the 1981-82 year. These projects are designed to develop articulated systems of allied health and nursing education that might stand as models for other states.

*Review of Existing Programs*

The council adopted or updated guidelines and procedures to review existing academic programs and to approve new academic program requests. Under a newly adopted existing program review procedure, about one-fifth of all existing programs will be reviewed each year. The new review procedures give the institutions primary responsibility for reviewing existing programs with the council making decisions concerning program duplication and program continuance. The council also removed its four-year old, self-imposed moratorium on new academic program approvals and adopted revised new program approval procedures. The new program proposal review process was altered so that the council receives additional information on each new program request concerning manpower needs, the financial impact of proposed programs, and the unnecessary duplication of programs.

*Teacher Education Scholarships*

The 1982 General Assembly passed and funded a math/science teacher education scholarship program in an effort to increase the number of qualified math and science teachers in the public schools. Qualified applicants will be able to borrow up to $2,500 annually while enrolled in acceptable programs. Loans will be forgiven if the loan recipient teaches math or science in the Kentucky public schools.

*Funding Formula*

The governor recommended and the General Assembly appropriated almost $800 million for higher education for the 1982-84 biennium. The council made its budgetary recommendations based on the application of a higher education funding formula. The funding formula had been used previously to analyze institutional budget requests but not as the basis for making budgetary recommendations. The funding formula focused on institutional roles and missions in determining needed levels of funding for each institution and resulted in budgetary recommendations being made that contained significant differences in the proposed institutional increases for the biennium. The formula-driven recommendations were controversial resulting in the adoption of a compromise budget for higher education that will result in the

phasing-in of a strict formula approach to higher education funding. Tuition also was increased for the 1982-84 biennium. Most students will pay from 7 to 22 percent higher tuition for the 1982-83 school year and will have tuition rates increase 6 to 15 percent in 1983-84.

*Newly Structured Council on Higher Education*

The membership and duties of the Council on Higher Education were altered by the General Assembly. The newly structured council is composed of 18 members, 17 of whom are lay, voting members appointed by the governor -- one from a list of two nominated by the senate president pro tem; one from a list of two nominated by the speaker of the house; and one full-time student appointed from a list provided by student government presidents. In addition to the provision that the lay membership shall include a representative from each of the seven congressional districts and eight at-large members, it shall also include at least one undergraduate degree recipient from each of the eight public universities. The state superintendent of public instruction remains as a nonvoting, ex-officio member. Appointed members serve for four-year terms with the exception of the student who serves a one-year term. The university presidents who served as ex-officio council members prior to 1980 now constitute an Advisory Conference to the council. Changes in council duties include the submission of a separate budgetary recommendation for the community college system (formerly part of the University of Kentucky budget recommendation); the review and approval of all capital construction projects that exceed $200,000 (formerly $100,000); and the establishment and periodic review and revision of formulas for use in making budgetary recommendations. The directive to establish and review formulas includes a requirement that formula hearings be conducted on each university campus. The council and universities have begun a comprehensive formula review which includes a review of formulas in other states and the conducting of a hearing on each university and a selected community college campus. The study will be completed prior to the initiation of the 1982-86 budget development process.

## LOUISIANA

State Board of Regents
161 Riverside Mall
Baton Rouge, Louisiana 70801
William Arceneaux, Commissioner of Higher Education

*Desegregation*

In September 1981, a Consent Decree resolving the major issues in a higher education desegregation lawsuit of long standing was filed with the Federal District Court for the Eastern District of Louisiana. The Consent Decree was the result of extensive negotiations between the United States Department of Justice and the State of Louisiana over the appropriate means to desegregate Louisiana's formerly de jure segregated system of higher education. The principal features of the decree are the further development of cooperative efforts between proximate predominantly white and predominantly black institutions and the enhancement of predominantly black institutions. Student and faculty exchanges and cooperative academic program offerings are among the cooperative efforts called for in the decree. New facilities and new degree programs to be placed at predominantly black institutions are intended to enhance those institutions and improve their ability to attract white students. Increased student financial assistance for blacks at the graduate and professional levels and heightened emphasis on student recruitment and retention are also called for. One issue remained unresolved when the Consent Decree was accepted in September: the future of postsecondary education in Caddo and Bossier Parishes. The decree called for a study of the issues in these northwest Louisiana parishes by a panel of experts. The study was conducted, and the panel's recommendations formed the basis for addditional negotiations. The parties reached agreement on the outstanding issues in early August 1982, and a hearing before the court was scheduled for mid-August.

*Academic Program Review*

During 1981, the Board of Regents completed the review of all baccalaureate teacher education programs offered at public institutions of higher education. Of the 282 teacher preparation programs reviewed, 29 were terminated, while the remaining programs were maintained and strengthened or revised to better meet requirements for certification. In addition to the review of baccalaureate teacher education

programs, the board reviewed numerous masters programs. The masters program review resulted in 4 programs receiving commendations for excellence, 50 programs being maintained and strengthened, and 12 programs being terminated. Plans for the 1982-83 academic year call for the review of masters programs in seven remaining fields as well as baccalaureate level reviews in general studies, nursing and allied health.

*Secondary School Curriculum*

In June 1982, the Board of Regents established a Task Force on the Academic Preparation of the College Bound Student. The task force is charged with the responsibility of identifying the courses a student should pursue in a college-preparatory high School curriculum. Additionally, the task force will make recommendations with regard to course content and the level of skill, knowledge and competency a high school student should acquire to compete satisfactorily in college. The membership on the task force numbers 33 and includes secondary school teachers and counselors and higher education faculty members. The regents plan to publish the findings and recommendations of the task force in a brochure to be distributed to the parents of every eighth grade student in Louisiana.

*Appropriations*

The Louisiana legislature appropriated $500,906,477 from the State General Fund to support higher education in fiscal year 1982-83. Over $6.5 million of the state appropriation is targeted for implementation of the Consent Decree filed in settlement of the desegregation lawsuit.

## MAINE

University of Maine
107 Maine Avenue
Bangor, Maine 04401
Patrick E. McCarthy, Chancellor

*Appropriations*

State financial support for the University of Maine increased 10.3 percent for the year beginning July 1, 1982. The increase included a supplemental appropriation requested by the Board of Trustees to augment faculty salaries beyond the 9 percent provided in each year of the current biennium.

*Cooperative Programs*

Cooperative programs among the University's seven institutions were expanded with the School of

Nursing now offering programs at the Fort Kent, Presque Isle, Orono, Augusta and University of Southern Maine campuses.

*Outreach Program*

Similar joint efforts underlie the growing outreach program under which the university delivers courses at noncampus locations around the state, including the premises of private companies.

*Computer Literacy*

The university is responding to the changing technological environment in which its graduates will enter by introducing a computer literacy concept, which, at one campus, is already an acceptable alternative to foreign language study.

*Student Aid*

Legislation was enacted authorizing the issuance of tax exempt bonds for student loan purposes and a committee of public and independent school representatives is working on its implementation. A constitutional amendment to authorize state student aid for parent loans as well as student loans has passed the legislature and will go before the voters in November.

## MARYLAND

State Board for Higher Education
16 Francis Street
Annapolis, Maryland 21401
Sheldon H. Knorr, Commissioner

*Graduate Survey*

During 1981 the State Board for Higher Education (SBHE) conducted and published a detailed survey of all students who had received bachelors degrees a year earlier from public institutions in the state. This survey is to be repeated annually. The information obtained from the survey concerned employment status, post-graduation educational activities and assessment of educational experiences.

*Retention Progression and Transfer Patterns*

During 1982 the SBHE completed and published the first in a series of reports on retention, progression and transfer patterns of students enrolled in Maryland public institutions. This study followed through 1980 all students who had entered public four-year institutions as full-time freshmen in 1977, 1978 and 1979. Detailed information was included for each campus for these cohorts, which were also analyzed by sex and race.

*Enrollment*

Total enrollments in fall 1981 were 229,554 up 2.4 percent over 1980. Part-time undergraduates accounted for most of the growth. Part-time students currently make up 51 percent and women 55 percent of total enrollments in the state.

*Master Plan Review*

The board is required to review annually the Statewide Plan for Postsecondary Education, originally adopted in 1978. The 1981 review represented the third such review. Each review contains mainly an assessment of the extent to which the provisions of the plan have been implemented.

*Emergency Services Education and Training*

During 1982, the Maryland Fire-Rescue Education and Training Commission, an agency of the SBHE, completed and published a five-year plan for emergency medical education and training. This plan contained an analysis of anticipated state needs as well as recommendations for dealing with them.

*Appropriations*

As part of its statutory responsibility, the state board prepares and recommends to the governor consolidated operating and capital budgets for all higher education in Maryland. Actual appropriations for fiscal 1983 were $332 million, which was 97.8 percent of the general fund amount recommended by the board. The 1983 appropriation is 4.6 percent greater than the 1982 appropriation. Total fund appropriations for fiscal 1983 were $818 million, a 5.2 percent increase over 1982. Tuition increases averaging more than 10 percent above fall 1982 will be in effect for fall 1983 at the public four-year institutions. For capital budgets for 1982-83 the board recommended appropriations of $42.5 million for most urgently needed priority projects -- the legislature approved $25.1 million.

*Community College Funding Formula*

The funding formula for the state's community colleges was changed substantively by the legislature, effective in 1981-82. Aid is provided based on $895 times the number of full time equivalent students (FTES), a grant of $10 per part-time credit student and a flat grant of $200,000 to each community college board of trustees. Certain exceptions will receive $1,635 or $1,401 per FTES.

*Facilities Inventory*

For fiscal year 1982 institutions completed a total facilities inventory that gave information on existing facilities and provided a base for

projecting facilities needs. The board has urged all public institutions to implement the provisions of the Federal Rehabilitation Act of 1973 concerning accessibility for the handicapped. The board has participated in and encouraged public institutions of higher education to be actively involved in the federal energy audit and construction programs of the National Energy Act.

*Budget Guidelines*

The board adopted a revised set of budget guidelines to use in evaluation budget requests.

*Salary Policies*

The board adopted a statewide salary policy for higher education executives and senior administrators. The policy uses comparison of salaries with peer institutions to develop appropriate average salary levels and emphasizes the use of merit in awarding salary increases. The staff is currently developing faculty salary guides.

*Access Study*

The Board for Higher Education is conducting a study to assess the adequacy of financial aid to provide access to its institutions. In addition, the board is developing tuition and fee guidelines for the public institutions in Maryland and recently completed a survey of the tuition policies in use by all of the states.

*Program Approval*

In 1981 the board completed a Statewide Academic Program Inventory of all programs and areas of concentration offered by Maryland's community colleges, public four-year institutions and independent institutions. Forty-four program proposals were reviewed by the Board for Higher Education during the academic year 1981-82, including 8 discontinuances and 38 new programs. It approved or endorsed proposals according to their congruence with the Statewide Plan for Postsecondary Education and the institutions' ability to offer quality programs.

*Equal Education Opportunity*

This was the first full year of implementation of Maryland's Plan to Assure Equal Educational Opportunity 1980-1985. The plan's major recommendation was that the state give high priority to the enhancement of historically black public colleges and universities. During 1981-1982 the Board for Higher Education conducted a study to determine enhancement needs and requested, as a result of that study, that $50 million be expended for enhancement over the next five years. The board also reviewed institutional

plans for implementation of the statewide plan. The staff monitored the Federal Title IX and 504 programs as well as state programs to encourage equal educational opportunity.

*Institution Evaluation*

During the academic year 1981-82 the Board for Higher Education continued its joint evaluations of Maryland's public institutions with the Middle States Association. Teams comprised of educators appointed by the board and the Commission on Higher Education of the Middle States Association evaluated two community colleges and two universities. Board staff members and outside consultants made state approval visits to 9 other institutions in order to recommend renewed approval or to monitor compliance with the state's minimum requirements for postsecondary institutions.

*Out-of-State Institutions*

The board continued to monitor out-of-state institutions offering collegiate programs in Maryland through on-site visits and review of course offerings. Sixteen out-of-state institutions provided courses at 41 Maryland sites during 1981-82.

*Institution Evaluation Conference*

In November of 1981 the Board for Higher Education sponsored a conference on institution evaluation at the University of Maryland. More than 70 representatives of public postsecondary institutions attended the sessions, which featured nationally recognized experts on institutional evaluation and discussions of Maryland's institutional evaluation system.

*Institutional Oversight*

The Independent Postsecondary School Segment (IPS) has had substantial growth in the number of schools and programs in the past year. Since July 1981, the Board for Higher Education has approved 26 new schools to operate and 21 additional programs at existing schools. It is estimated that approximately 26,000 students attended IPS from July 1981 to July 1982. The Board for Higher Education continues to have one of the most thorough and comprehensive approval processes in the United States for these types of schools. The Board for Higher Education has developed a Student Guaranty Tuition Fund for IPS schools that will be effective in December 1982. This fund will be paid into by schools on the basis of gross tuition collected, and it will eliminate the need for our current surety bond requirement to protect student tuition at IPS schools.

MASSACHUSETTS

Board of Regents of Higher Education
McCormack State Office Building
One Ashburton Place, Room 619
Boston, Massachusetts 02108
John B. Duff, Chancellor

*Funding Increase*

The Board of Regents and the public system of higher education in Massachusetts obtained a 15 percent increase in funding during the fiscal year 1983 budget process at a time when support for most other state-funded programs remained at fiscal year 1982 levels. The total fiscal year 1983 appropriation for all of higher education was 414.8 million. Monies received for new program development were focused on computer science, engineering and other high technology-related fields and allied health programs.

*Long-Range Plan*

A Long-Range Plan for Public Higher Education in Massachusetts: Phase I was adopted by the Board of Regents on June 22, 1982. Mandated by the legislature, this document enunciates the educational philosophy and goals of public higher education in the commonwealth and clarifies the roles of various types of public institutions within the state. Major directives for action contained in the plan are designed to achieve three primary objectives: to assure that public higher education in the commonwealth is of the highest quality; to assure that public higher education is accessible to the citizens of Massachusetts; and to assure that public higher education is accountable to the public that funds its programs. Some of the most significant aspects of the plan include the adoption of objectives and process for establishment of minimum admissions standards at each baccalaureate degree granting public institution; implementation of synchronized five year review cycles for existing programs; identification of precollegiate curriculum requirements necessary for college level work, improvement of the delivery of remedial education for differentially prepared students and strengthening of transfer articulation within the higher education system.

*Consolidation*

In January 1982, the Board of Regents voted to discontinue the Board of Trustees of Boston State College and to consolidate Boston State College

into the University of Massachusetts at Boston. The objectives of this consolidation were to improve standards, expand the capacity of an underdeveloped community college system, eliminate program duplication at the four-year level and better utilize physical plant facilities. Programmatic review and consolidation and faculty placement have been major priorities during the spring and summer. As the fall 1982 semester approached, it appeared certain that all of the 330 faculty and administrators at Boston State College would be placed in, or proffered, positions throughout the Massachusetts public higher education system. Former Boston State students have been able to continue their courses of study without disruption throughout the consolidation process.

*Degree Program Inventory*

In response to its mandate to implement a process of program review, regent's staff undertook a comprehensive inventory of all degree programs at the 123 public and independent colleges and universities throughout the Commonwealth. The inventory, which includes information on program classification, award level and type and the number of declared majors enrolled over time, will constitute an important part of its planning data base. It will also assist potential students and institution planners in the identification of opportunities and program location.

*Computerized Personnel Management System*

A grant of $20,000 awarded to the Board of Regents from the National Conference of State Legislatures in April will be used to develop a computerized personnel management system for public higher education.

*Continuing Education Study*

Working with an advisory committee of public college representatives, the board has launched a study encompassing both fiscal and programmatic aspects of continuing education in the public sector. Compilation of information is currently underway and a report to the board and the legislature is expected in the fall.

*Financing Study*

A comparative study of the financing of public higher education in 18 states was conducted this spring. The final report examines net expenditures of state dollars per full time equivalent student by level of institution.

*Cooperative Program*

The regents have been actively working in the area of cooperative program development. A cooperative

*Development*

effort between public and independent colleges and universities in the Boston area, providing engineering education, is being piloted this fall.

## MICHIGAN

State Department of Education
P.O. Box 30008
Lansing, Michigan 48909
Phillip E. Runkel, Superintendent of Public Instruction

*Restricted Appropriations*

1981-82 has been a period of considerable concern in Michigan postsecondary education. The Michigan economy continued its decline during this period with unemployment reaching as high as 20 percent in some cities. This situation has led to substantial restrictions in public higher education appropriations over the last several years. Between 1979-80 and 1982-83, for example, public four-year college aggregate state general fund expenditures rose only about 6 percent. Public two-year community college aggregate state general fund outlays rose less than 1 percent over this same period. Given these circumstances, Michigan postsecondary schools have been forced to rethink their priorities, mission and program offerings. Many schools are cutting back on enrollments and programs at the very time that the nature of the economy brings more prospective students to their doors.

*Property Tax Proposals*

On a related front, there has been considerable citizen concern regarding property tax levels. Five different property tax relief ballot proposals have recently been presented to Michigan voters. While each has been defeated, the level of concern remains high and legislative action appears imminent. Reduction in state revenues through such anticipated property tax relief would doubtlessly lead to further restriction in the resources available to Michigan's public postsecondary institutions.

*Management-Service*

In conjunction with the revenue squeeze being experienced, the Michigan Department of Education lost funding for the support of its higher education management-service area in 1980-81. This unit was responsible for statewide efforts to coordinate postsecondary education activities in Michigan and for the preparation of many of the

special studies and reports detailed in other years. While some funding for this unit has again been approved for the 1982-83 fiscal year, its long-range future is somewhat uncertain at this point. At the present time, plans are being made to help insure that the various statutory responsibilities of the unit are carried on in as complete a manner as possible.

*Higher Tuition and Fees*

Tuition and fee charges are expected to continue to escalate. For 1982-83, tuition and fee charges at Michigan four-year public colleges will be 20 percent higher than the 1981-82 level. At community colleges, tuition and fees will be 13 percent higher than a year ago and at independent colleges and universities, tuition and fees will be about 12 percent higher than for 1981-82. During the past two years, the average full-time tuition and fee rates at Michigan colleges are beginning to indicate "real dollar" growth when controlled for inflation. The clear implication of this is that many families will encounter even greater difficulty in meeting college expenses than has been the case in the past.

*Student Aid*

Limited resources have also led to unprecedented shortfalls in various state-funded student assistance programs. A variety of individual student stipend cuts have been necessitated in both 1981-82 and 1982-83 to keep awards within authorized appropriation levels.

## MINNESOTA

Higher Education Coordinating Board
Suite 400 Capitol Square Building
550 Cedar Street
St. Paul, Minnesota 55101
Clyde R. Ingle, Executive Director

*Budget Reductions*

The state budget crisis that emerged in fiscal year 1981 continued into the 1982-83 biennium and caused the legislature to reduce budgets throughout state government and to increase taxes. As a result of the budget reduction-tax increase measures to address the fiscal problems, appropriations to the four public postsecondary education systems were reduced by about $40 million for the biennium with most of the reductions scheduled for fiscal year 1983. (The 1981 legislature had appropriated slightly over $1 billion for the biennium.) In addition, the

higher education systems lost approximately $10 million that was to go for faculty salary increases. Excluding cuts in faculty salary funds, the Community College System suffered reductions of $3,553,100, the State University System lost $7,487,100, the University of Minnesota was cut $20,329,000 and postsecondary vocational education was cut $8,704,200. Also, funding for the Mayo Medical School was reduced by $370,000 and the budget of the Higher Education Coordinating Board was cut by about $6 million.

*Tuition Increases and Other Measures*

As a result of these actions, the operating budgets of the postsecondary systems were reduced and larger than anticipated tuition increases were planned to generate additional revenue. At the University of Minnesota, for example, tuition increases averaging about 22 percent over 1981-82 were planned for fall 1982 compared to a 10 percent increase that was scheduled. The tuition increase is expected to generate over $8 million. In addition, the university will cut about $3.5 million from academic programs at the Twin Cities campus, $6.9 million in support services, $2.5 million in special state funded items, and $1.3 million from the coordinate campuses. Additional savings are to come from reducing scheduled faculty and civil service pay increases. The university regents have been discussing the proposed elimination, reduction, or reorganization of about 100 academic programs. Meanwhile, tuition in the state universities is expected to rise over 27 percent by fall 1982; tuition and fees at community colleges are expected to increase by 20 percent over this year, and tuition at area vocational-technical institutes is expected to increase by 28 percent.

*Coordinated Plan for Reductions*

As the legislature began its debate on budget reductions, the Coordinating Board in fall 1981 adopted a resolution urging the governor and legislature to apply a coordinated plan for postsecondary reductions taking into account the relationship between tuition levels and grant and scholarship levels.

*Student Aid*

The legislature maintained strong support for financial aid but did reduce the fiscal year 1983 scholarship and grant appropriation of $29,081,200 by $1.9 million. Another reduction in the Coordinating Board budget was $302,000 from the

*Aid to Private*

$3.4 million appropriation for the Private College

Contract Program for fiscal year 1983. While the immediate budget deficit was being faced, longer-range planning efforts were underway to address declining enrollments and financial problems.

*Long-Range Planning*

To address the long-range funding problems, the Task Force on Future Funding, established by the Coordinating Board in 1980, completed two phases of its work. The task force, which is comprised of representatives from the education community, government and the public, was created by the board to examine the implications of enrollment declines on current funding policies and to explore some alternative policies. In phase one the task force obtained information on financing postsecondary education from several sources in and outside Minnesota. The second phase of the project was a detailed examination of the long-range financial trends and revenue and expenditure patterns that would result from maintaining current financing policies in the future. The financial projections of current policies included revenue to systems and allocation patterns to institutions. In the final phase of the project the task force will select specific funding methods for further consideration. It will review resources projections derived from applying these methods to projected enrollments. The task force will then evaluate the various funding methods and issue a report by fall 1982. Based on the report, the Coordinating Board will make recommendations to the governor and 1983 legislature.

*Future Funding Task Force*

The Coordinating Board during the summer was scheduled to adopt a set of goals to guide the investment of public resources in Minnesota postsecondary education. The adoption of goals is the product of a two-year project involving consultation with members of postsecondary education governing boards, legislature, faculty, students and the public. The goals are intended to help policy makers make decisions about how best to use limited public resources. The goals will be circulated widely throughout the state. Goals and priorities for Minnesota postsecondary education was the theme for the 1982 annual meeting of Minnesota postsecondary governing boards.

*Goals for Investment of Public Resources*

How to more effectively enhance equality of educational opportunity through the removal of

*Financial Aid Design:*

financial barriers to attendance was one of the major issues addressed by the Coordinating Board during the year. The board staff completed a study describing the current financial aid system in Minnesota. The board then endorsed an alternative approach intended to cope with reductions in federal and state aid programs and to correct inequities in the current system. The study found that the current system of financial aid is not meeting its goal of promoting equal opportunity as effectively as possible because funds are not targeted to students with the greatest need. Under the current approach, at the same institution, poorer students are expected to contribute more to financing their education than students from more affluent families.

*Alternative Design*

The board's alternative design, "A plan for shared responsibility," differs mainly from the existing approach by explicitly expecting all students, as the primary beneficiaries of the education, to contribute a substantial but manageable amount from both work and borrowing. The student obligation, along with a contribution expected of parents, would be met before government grant aid is forthcoming. Under the alternative design, the amount provided by students would represent a fixed proportion of the cost of attendance. Determining the required self-help proportion would be the key decision in implementing the design. Different self-help proportions would have different consequences in terms of level of financial burden placed on students and the size and distribution of grant assistance.

*Changed Distribution of Funds*

The board was scheduled during the summer to adopt a recommendation on the self-help obligation for student financial aid applicants. No matter what proportion is adopted, shifts in the distribution of dollars from the current financial aid approach would occur. Funds would be shifted from students from more affluent families to students from lower income families. Now, the proportion that students contribute varies from 40 to 65 percent depending on the level of family resources and cost at the institution attended. Most costs borne by the student are not planned as the student's responsibility, but are left to the student as a result of the insufficiency of parental and government contributions to cover the total cost of education. Bills were introduced late in the 1982 legislative session to enact the

statutory changes necessary to implement the alternative design, but no action occurred. Interim hearings have begun; the legislation, however, will have to be reintroduced for consideration in the 1983 session. The board's recommendation will be incorporated as a proposed alternative to current policy in preparing the 1984-85 biennial budget request.

*Policy Toward Independent Sector*

Public policy toward the independent sector of postsecondary education was the subject of a staff policy paper presented to the board. The paper examined the state's current posture toward the independent sector and alternative approaches for public policy. Board action on staff recommendations was scheduled for the summer. The project developed out of interest by the board and legislators for a greater understanding about the effects of altering the state's role toward independent postsecondary education under changing fiscal and enrollment conditions. The study found that although there has been no explicit change in the state's approach toward independent postsecondary, funding for the scholarship and grant program and private college contract programs has been reduced as the state's budget has been cut. If further shortfalls occur, state support for independent postsecondary education may be threatened. The paper discusses four options that should be considered: full autonomy for independent institutions; recognition of independent postsecondary education in planning, coordination and public policy decisions; student financial aid based on need and funding to support independent institutions.

*Plans for Declining Enrollment*

The issue of declining enrollment was addressed in connection with the legislative decisions on budget reductions for postsecondary education. As part of its package to reduce budgets and raise taxes, the legislature adopted language stating that by January 1, 1983, the University of Minnesota Board of Regents and the State University Board are to develop a plan for providing postsecondary services under conditions of reduced or declining enrollments. The State Board for Community Colleges and the State Board for Vocational Education are to continue their planning efforts with respect to Area Vocational-Technical Institutes (AVTIs) and community colleges. The Coordinating Board is to review and comment on the strategies developed by the four systems. The planning language was

adopted after one committee had voted to mandate campus or college closings by July 1, 1983.

*Enrollment*

Meanwhile, headcount enrollments in Minnesota public and independent postsecondary education institutions in fall 1981 increased by 3,693 students, or 1.7 percent over fall 1980. Enrollments in fall 1981 totaled 215,952 compared to 212,259 in 1980. Total enrollment in public institutions increased from 165,591 to 170,669, or 3.1 percent. Enrollments at independent colleges increased from 38,646 to 39,069, or 1.1 percent. Thirty-six institutions reported enrollment increases of 5 percent or more, 53 showed little change (+5 to -5 percent), and 19 reported decreases of 5 percent or more. Updated enrollment projections by the board staff showed that enrollments in public postsecondary education are likely to decline steadily during the 1980s to a low point in the mid-1990s that is 21 to 23 percent below current levels. The figures, that confirm earlier board projections, show that enrollments in the four public systems will fall from a current level of about 141,000 full-time students to a low point of between 108,000 and 113,000 in 1996-97. Both a high and low projection are prepared by board staff.

*Part-Time and Returning Students*

The Coordinating Board adopted a series of recommendations based upon a staff study on postsecondary education for part-time and returning students. The recommendations focus on accessibility of programs and supporting services, the value and use of academic credits and coordination of offerings and credits and program financing. As a follow-up to the part-time and returning student study, the board has begun a study on the awarding of academic credit in Minnesota postsecondary education. The board had recommended that staff conduct a study to examine the meaning of academic credit in public and independent collegiate institutions, ways in which accountability can be reinforced and implications for interinstitutional cooperation. The credit study is scheduled for completion in December 1982.

*Education Information Resources*

The board adopted several recommendations based on a staff report on education information resources and activities. The board voted to endorse the 1979 "Joint Statement on Principles of Good Practice in College Admissions and Recruitment" -- a widely used guide to accepted recruitment

practices. The board recommended that staff distribute copies to education providers throughout the state, especially those affiliated with postsecondary institutions and high schools. The board also recommended to the boards of Minnesota postsecondary systems that this statement be adopted as guidelines for personnel within their systems.

*Institution Cooperation*

The board adopted several recommendations intended to remove impediments to cooperation between institutions and to provide incentives. A staff report and board recommendations resulted from a 1981 law directing the board, in cooperation with the State Board for Vocational Education, to submit a report to the education committees of the legislature regarding the awarding of associate degrees by AVTIs. As part of the report, the board was to identify and evaluate factors that affect the feasibility of cooperation with collegiate institutions. The study found that cooperative associate degree programs are not common in Minnesota, but state policies can be developed to promote program cooperation. The board recommended that the public postsecondary governing boards develop a policy on cooperative programs that is shared with all their member institutions.

*Nursing Articulation*

The board reviewed favorably and transmitted to the legislature a report by representatives of Minnesota's postsecondary systems that outlines several changes in nursing education designed to improve the transfer of coursework from one level to another. The 1981 legislature had asked a task force in nursing articulation to provide the following: documentation of changes in curricula that existing nursing education programs will implement before January 1, 1983; documentation of changes in transfer policies and policies for advanced placement of licensed nurses that each institution will implement before January 1, 1983; and a set of specific alternatives for providing additional educational opportunities for licensed nurses in all areas of the state. The task force was to submit a report to the board by January 1, 1982, and the board was to review the report and submit it to the legislature. The board favorably reviewed the report and adopted three recommendations intended to assist nurses who wish to advance educationally.

*Retraining Nurses*

Also during the year, the Governor's Task Force on Nursing completed its work and concluded that the health care industry must do a better job of retraining nurses in active practice if Minnesota is to deliver quality, cost-effective health care in the 1980s and beyond. The problems of nursing retention challenge management to create a working environment that satisfies the economic, professional and personal goals of nurses. The task force made 18 recommendations that address the problem of retaining practicing nurses in health care facilities -- the employment site of three fourths of the state's nurses. The recommendations were directed to the boards of directors and administrators of the state's hospitals and nursing homes as well as to organizations representing practicing nurses. Creation of the task force by the governor followed a Coordinating Board report that concluded that such problems could not be solved by the education sector alone. The board provided staff for the task force.

*Student Aid*

According to board projections, approximately 54,000 students, an increase of 7,000 over this year, are expected to receive state scholarships and grants totaling $34.2 million to help them pay for their postsecondary education next fall. Of the $34.2 million available for 1982-83, all but $1.3 million of the $34.2 million available for 1982-83, which represents federal matching money, comes from state appropriations. This year $31.9 million was available, and $26.4 million has been disbursed. Although the average award is expected to rise from $597 this year to $625 in 1982-83, it is likely to fall short of the 1980-81 level of $694. The maximum award will remain at $1,050 after declining by $200 this year. Award sizes will vary by postsecondary education system. Forty-nine percent of the total dollars are expected to go to students attending independent institutions, and 51 percent to students in public institutions. By law, no more than 50 percent of total spending is allowed to go to students in independent institutions.

*Student Loans*

Money to make student loans will be available through the start of the 1982-83 school year under the Minnesota Student Loan Program as the result of actions approved by the Coordinating Board during the year. In November the board sold $45 million in tax-exempt revenue bonds to two local

banks. Then in January the board approved a refunding issue of $37 million. Proceeds of the sale will be used to refund in advance of maturity a 1978 issue of $38,250,000. The resolution approving the January sale eliminates terms of a 1978 issue prohibiting the board from using certain program funds, such as loan repayments, for making new student loans. As a result, the board expects to be able to use for new loans about $50 million that otherwise would have been restricted.

*Tuition Reciprocity*

A reciprocal tuition agreement between Minnesota and North Dakota for vocational education will be in effect for the 1982-83 school year following approval during the past year by all required groups. Under the agreement, North Dakota residents will be allowed to attend Minnesota's 33 AVTIs under the same terms, conditions and fees that are applied to Minnesota residents. Minnesota residents will be allowed to attend three junior/community colleges in North Dakota for vocational-technical offerings on the same basis that North Dakota residents attend these institutions. The three are Bismarck Junior College, Lake Region Community College (Devils Lake), and University of North Dakota Williston Center. The agreement, to last through 1984-85, is patterned after the existing higher education tuition reciprocity agreement in effect between the two states since 1975.

*Consolidation*

In fall 1981, administrative consolidation of five small community colleges in northeastern Minnesota occurred. The State Board for Community Colleges adopted a plan to reorganize the five institutions into one college with five campuses. The plan is designed to ensure continued access to community colleges in communities where they are located, to improve services, and to reduce costs. The colleges are Rainy River at International Falls, Hibbing, Mesabi at Virginia, Itasca at Grand Rapids and Vermilion at Ely.

## MISSISSIPPI

Board of Trustees of State Institutions
of Higher Learning
P.O. Box 2336
Jackson, Mississippi 39205
E. E. Thrash, Executive Secretary
and Director

*Mission Statements*

A special committee of board members completed a study of the mission of each of the eight universities and, in November 1981, presented to the full Board of Trustees mission statements for Mississippi's public universities. These Mission Statements specifically set forth leadership responsibilities among the three comprehensive universities, while the four regional universities are assigned the responsibility of focusing primarily on undergraduate programs. The single state university located in the Jackson metropolitan area and specified as the state's urban university is to concentrate on an urban role. The purpose of the Mission Statements is to lead to increased quality and more efficient use of state-appropriated dollars.

*Review of Existing Programs*

In 1981 the Board of Trustees directed the universities to review their programs internally and to consolidate or abolish unproductive programs with the understanding that the board would then review all programs left intact by the universities. The board has now begun the first of six cycles of reviews that will assess all existing programs below the doctoral level in terms of quality and productivity. The first cycle is to be completed by September 16, 1982, while the scheduled date of completion of all six cycles of the review is April 1984.

*Teacher Education*

Requirements for entrance into the teacher education programs at the eight public universities are being reviewed by the board, its professional staff and institutional officials. In order to better determine what changes should be instituted in requirements, the board is conducting a comprehensive study of teacher performance in Mississippi elementary and secondary classrooms relative to those teachers' performance on standardized test scores (ACT, NTE) and high school and college grade point averages. The College Outcome Measures Project (COMP) test will be required beginning in the spring of 1983 for students desiring to enter teacher education

programs. Normative testing will be completed during 1982.

*Faculty Plan*

A faculty staffing plan for the eight public universities is being completed with the universities' cooperation. The plan involves an analysis of peer group institutions' faculty teaching loads using student credit hours.

*Enrollment Study*

With emerging national trends that indicate enrollment growth in some program areas and declining enrollment in other program areas, the board has undertaken a study of the trends and degrees conferred at Mississippi's universities for the last decade. This report, which is nearing completion, contains multiple graphs and will clearly indicate the growth areas as well as those suffering declines.

*Student Aid*

The Board of Trustees in 1981 became the administering agency for the Mississippi Guarantee Student Loan Agency (MGSLA). The MGSLA processed its first loan on April 8, 1982, and during the coming year it is anticipated that the MGSLA will guarantee $30,000,000 in loans. There are 93 lenders participating in the program, many of whom had not previously elected to do so. The Mississippi Higher Education Assistance Corporation, a private, nonprofit organization, has been formed at the request of the Board of Trustees. The purpose of this corporation is to provide a secondary market for the lenders in the state of Mississippi who participated in the Federal Guaranteed Student Loan Program. It was anticipated that a $55 million bond issue will be consummated before the fall enrollment season begins. This corporation, in collaboration with the MGSLA, will improve the availability of funds as well as expedite loan application processes.

*Management Information System*

The fiscal year 1983 state appropriation of $800,000 for the Management Information System Project (MIS), added to the previous three years' appropriations totaling $2,355,000, has continued implementation of the project. The total project will be completed in July 1, 1984 and is estimated to cost $4,000,000. The MIS project team has purchased or developed computer systems for human resources management, financial accounting, fixed asset accounting and student information. These systems are being installed at the eight universities and the medical center to help improve their abilities to collect, maintain and

report uniformly defined management information to the governing board. The primary benefit of the effort will be improved management information on the campuses. Once these systems are in place, the universities will provide information to the Board of Trustees in computer readable form. The professional staff of the board will then produce reports and analyses that have not been possible in the past.

*Library Deficiency*

The report on the deficiency at each university's library has been completed. Under the board's direction, the institutions are continuing to upgrade their libraries in order to meet the standards of the Association of College and Research Libraries' Standards for College Libraries, 1975. The legislature has supported the board's endeavors in this area, appropriating special library catch-up funds in past years and providing funds in the amount of $2,287,500 for fiscal year 1983 to help eliminate the library deficiencies. These funds are in addition to the normal share for library operations provided from the education and general resources of the universities.

*Trustee Leadership Development*

A series of Trustee Leadership Development Seminars has been sponsored for the Board of Trustees by the Phil Hardin Foundation. Timely topics affecting the board and higher education such as the role, responsibility and organization of trustees; trends in higher education and their influence on the board and its planning; trustees' role in institutional oversight; and goals and procedures of evaluation, institutional assessment, accountability and legal aspects of assessment have been addressed for the board by nationally recognized experts in these areas. Four additional seminars are to be conducted for the board during the next year by the Hardin Foundation.

*Appropriations*

Little increase in the state appropriation for the institutions of higher learning was forthcoming during the 1982 legislative session, resulting in few salary adjustments and in a tightening of expenditures in all categories. A tuition increase, which will generate approximately $2,500,000 was therefore necessary. The legislature appropriated a total of $133,925,345 education and general funds, and separate appropriations were made for the Medical Center, for the agriculturally-related agencies, and for

the research bureaus of the universities.

*Enrollment*

Although headcount enrollment remained stable for the fall term of 1981-82, at 48,420, the full time equivalent enrollment increased by nearly 400.

MISSOURI

Department of Higher Education
600 Monroe Street
Jefferson City, Missouri 65101
Shaila R. Aery, Commissioner of Higher Education

*Appropriations*

The original fiscal year 1982 appropriations to Missouri public higher education institutions showed virtually no increase over those of fiscal year 1981 due to Missouri state government's general financial exigency. However, the governor found it necessary to withhold 10 percent of amounts appropriated for fiscal year 1982 leaving the institutions with the necessity of operating on roughly 90 percent of the previous year's appropriation. Thus, recouping those losses and adjusting to an accumulating loss of constant dollar state expenditure for higher education has become an overriding issue. For fiscal year 1983 appropriations have been increased over 1982 to levels similar to those of 1981. At this point it does not appear there will be further reductions but the state's continuing financial stringency would suggest a permanent reduction in the constant dollar level of state appropriation.

*Master Plan Reassessment*

Because of appropriation reductions, the Missouri Coordinating Board for Higher Education has asked its staff to undertake a review of the state's current master plan for higher education to determine what adjustments may be necessary and appropriate. This review, which is expected to be complete by mid-1983, will examine the goals contained in that plan and determine where adjustments might be made to accommodate the fact that the funding assumptions upon which the plan was based have not been sustained.

In view of the loss of state revenue to support existing programs, the Missouri Coordinating Board for Higher Education has directed that new program proposals submitted for board approval must be accompanied by detailed funding plans until such time as the master plan review is completed. The

*Resources Reallocation*

Coordinating Board has further indicated expection that such plans will demonstrate institutions are not relying on new state appropriations to fund new programs. During 1981-82 the University of Missouri initiated an effort to internally reallocate resources through eliminating or reducing some programs and activities. This effort became a major statewide issue when administrators at the Columbia campus of the university proposed the elimination or significant reduction of several academic programs including undergraduate teacher education and the state's only school of library science. After several legislative hearings and numerous protests the proposals have been withdrawn. Furthermore, the legislature has expressed an interest in greater involvement in questions of program elimination and/or reduction.

*Capital Funding*

During the 1982 session the Missouri General Assembly passed a resolution calling for an amendment to the Missouri Constitution permitting the sale of $600 million in bonds over a five-year period to finance capital construction. Missouri voters approved the issue on June 8, 1982. Up to $141 million for remodeling, renovation and new construction and an additional amount from a repair and maintenance pool will be allocated to public four-year higher education institutions. This will considerably alleviate a backlog of needs that has resulted from minimal capital funding over the last few years.

NEBRASKA

Coordinating Commission for Postsecondary Education
301 Centennial Mall South
P.O. Box 95005
Lincoln, Nebraska 68509
William S. Fuller, Executive Director

*Space Utilization Study*

The commission conducted a study of space utilization on the campuses of public institutions in the state. This was a companion study to the facilities study completed last year and continues the effort to insure an accurate inventory of facilities and usage.

*State Scholarship Program*

The Nebraska Supreme Court ruled in favor of the constitutionality of the Nebraska State Scholarship Program. The commission requested

funds for the implementation of the program that to be awarded grants. from all sectors, independent and public, to be awarded grants. The program was not funded.

*Teacher Education*

The commission coordinated a study of teacher education in the state, utilizing a team of five out-of-state consultants. Funding for the study was provided by the University of Nebraska Foundation, the Board of Trustees of the State Colleges and a grant from the Ford Foundation. The study was completed late fall, and presently strategies are being formed for implementing the recommendations.

*Equal Opportunity*

The Nebraska Equal Opportunity in Education Bill was passed by the legislature and signed into law by the governor making it unlawful for any public educational institution to discriminate on the basis of sex in any program or activity.

*Impact of Reduced Federal Spending*

The state continues to feel the impact of reduced federal spending on postsecondary education students and institutions. The state income tax, which is tied to the federal income tax liability, was increased by 1 percent to help meet the deficiency.

*Admission Requirements*

The University of Nebraska, which has had a tradition of open enrollment, will institute admission requirements in the future. These requirements are based largely on required courses that students will be asked to take at the secondary level.

*Student Aid Study*

A bill was introduced in the legislature to establish a State Scholarship Commission. The bill was held in committee. However, an interim study resolution was passed to study financial assistance available to students attending higher education institutions in Nebraska and to investigate the proposed changes in federal student aid programs. The study also is to determine the feasibility of establishing a program at the state level to supplement federal guaranteed higher education loan programs and other grant or scholarship programs.

The commission has analyzed Higher Education General Information Survey (HEGIS) data for the past five years using a manual system. All records for the past seven years have been stored in the central state computer and reports are

*Data Reports*

generated by the computer. It is anticipated that all data reports this year will be published on microfiche to save mailing and other costs. The five-year indices produced from these reports are becoming more valuable to constituents each year.

## NEVADA

University of Nevada System
405 Marsh Avenue
Reno, Nevada 89509
Robert M. Bersi, Chancellor

The University of Nevada System was in the second year of a bienial budget during 1982-82 and is now preparing budget requests for the 1983 session of the legislature. Due to the enactment of a new tax package in 1981, state revenues fell below those expected in 1982, and the governor requested a 10 percent reduction in spending. The regents were able to approve a 5 percent reduction without affecting employee positions.

*Spending Reduction*

*Regent Actions*

The regents also adopted new policies in student transfer, eliminating barriers to student mobility and improving the articulation process between community colleges and universities within the system. Policies were also adopted to strengthen statewide practices in the controller's office, improve computer capacity for instruction and research, and to review policies on tenure for all faculty. A new position of Vice Chancellor for Academic Affairs was created at the system level to improve program planning and campus coordinatin in academic affairs.

*Enrollment*

Enrollment continued to grow at each campus, and projections call for an average annual growth rate of 3-4 percent for the next decade. Reports from the U.S. Bureau of the Census indicate that Nevada, which was the fastest growing state in the nation in the 70's, remains the fastest growing state in the 80's. An increasing number of participants in higher education in Nevada will certainly increase demands on the community colleges and universities for occupational courses and traditional degree programs.

NEW HAMPSHIRE

Postsecondary Education Commission
61 South Spring Street
Concord, New Hampshire 03301
James A. Busselle, Executive Director

*Incentive Program Applications*

For the first time in six years applications for the New Hampshire Incentive Program have not increased significantly. The federal cuts in student aid apparently have dissuaded some potential students from pursuing postsecondary education. This is borne out by the fact that enrollments and applications have declined at a number of institutions in the independent sector. Applications have also declined at the various institutions of the University System of New Hampshire. The 1982 academic year is the first year in which the commission will implement a policy of reciprocity for the incentive program. Reciprocity agreements have been entered into with Connecticut, Massachusetts, Rhode Island and Vermont.

*Degree Granting for Independent Sector*

The New Hampshire Legislature expanded the commission's control over the degree granting power of the independent sector. The commission now has final authority over degree granting, whereas previously it had served in an advisory capacity to the legislature. The commission continues to exercise complete control over all out-of-state institutions in New Hampshire as it has since 1969.

*Student Aid*

The commission continues to administer the New Hampshire Medical, Veterinary and Optometric Capitation and Tuition Loan Programs. Lending under the Guaranteed Student Loan Program increased from $25 million in fiscal 1981 to $38.5 million in fiscal 1982.

*Educational Information Centers*

Two components of the New Hampshire Educational Information Centers Program were eliminated due to the loss of federal funds. The New Hampshire Learning Line, a statewide toll free WATS line providing information and referral services, has been continued, however, through the use of state and foundation funds.

## NEW JERSEY

Department of Higher Education
225 West State Street
Trenton, New Jersey 08625
T. Edward Hollander, Chancellor

*Precollege Preparation*

Directly related to the acquisition of basic skills proficiencies is the nature of the academic preparation of students. Rutgers, the State University, recently established an internal committee to study the question of students' precollege preparation from the university's perspective. The department regards this as a vital component in the development of a systemwide policy statement. The New Jersey Department of Education, the State Colleges and the Community Colleges also have moved to establish similar committees to analyze this fundamental issue from their particular perspectives to provide the additional portions of that systemwide statement. In addition, the independent colleges have been invited to form such a committee. The committees expect to issue reports by January 1983. At the conclusion of the first stage of the effort, the department will appoint a task force with representation from all sectors to develop recommendations for a coordinated, systemwide policy statement that will address four fundamental issues. These include: (1) college preparatory curricula in secondary admission requirements in English and mathematics at the state university and at the state colleges; (2) skills proficiencies in English and mathematics that students should be able to demonstrate in order to undertake college-level course-work; (3) the relationships and distinctions between "remedial" and "baccalaureate level" work in English and mathematics and the application of these definitions to the transfer of credits between 2-year and 4-year institutions; and (4) means of using available resources more effectively to improve the precollege preparation of students in English and mathematics in order to minimize the need for remediation in the colleges.

*Teacher Education:*

Only two states in the country, New Jersey and Missouri, award teachers a permanent certificate upon completion of the bachelors degree. All other states require the completion of a master's degree (or other graduate study) and successful teaching experience. Some states never award a permanent license; yet New Jersey's license is

valid for life whether or not its holder ever actually teaches. In addition, New Jersey is unique in that it has established a process through which a teacher can attain a license merely by collecting a minimum number of courses from a variety of colleges without completing a coherent program at a single institution. Although efforts to upgrade certification requirements have been met with significant resistance from teachers' associations, change in this area is particularly necessary. Special efforts should be made to examine the alternatives available with the elimination of the "course collection" route to certification to be among them.

The Commission to Study Teacher Education Programs (Newman Commission) devoted particular attention to New Jersey's system of governing teacher preparation, which departs significantly from national practices. Responsibility for the quality of collegiate programs and the certification standards that influence them lies with the Department of Education and the administrative and fiscal jurisdiction with the Department of Higher Education. The New Jersey Administrative Code, for example, requires that the commissioner of education periodically evaluate and approve or disapprove each collegiate teacher education program, a function usually performed in other states by departments of higher education. The commission noted this anomoly and attributed much of the criticism of the present evaluation and approval procedures to it. Both the Board of Higher Education and the Board of Education approved standards for undergraduate teacher education programs that will strengthen admissions requirements to teacher preparation programs at the upper division level, will insure prospective teachers' proficiency in the basic skills and will provide greater depth and breadth of study in the traditional academic areas. In addition, both boards have expressed publicly a desire to establish a joint process for evaluating and approving these programs on a periodic basis.

*Evaluation and Approval Procedures*

Presently, the colleges are observing a vigorous schedule for conforming to the standards and they are raising many questions concerning interpretations of the new code, the timetable for phasing in the admissions and curriculum requirements and the criteria and format for program evaluation. Therefore, it is important

*New Code*

that they be provided with specific direction and informed of the circumstances under which their programs will be assessed. The Departments of Education and Higher Education have achieved consensus on certain important principles concerning the revision of programs by the colleges and the establishment of a new evaluation process by the two state departments, and will now determine the specific procedures to be followed.

*Graduate Programs in Teacher Education*

Among the most important recommendations of The 1981 Statewide Plan for Higher Education was the establishment of an advisory committee to study graduate programs in teacher education. Specifically, the plan states that the department should appoint a special advisory committee to study graduate teacher education, including the supply and demand, the quality and quantity of master's programs, the amount of regional duplication and the rationalization of degree designations. The committee also is directed to make recommendations indicating which programs might be phased out in order to free resources for other high priority programs and should identify any areas where expansion might be justified in order to strengthen the quality of teaching and administration in the public schools. The advisory committee will submit a report in spring 1983.

*Development Plans for Colleges*

The 1974 Development Plan for Higher Education in New Jersey encouraged the further development of the nine state colleges into comprehensive institutions and the most recent master planning effort provided an additional endorsement of this direction. At the time that the 1981 Statewide Plan for Higher Education was approved by the Board of Higher Education, the colleges were serving approximately 70,000 undergraduates, less than a third of whom were enrolled in teacher education programs, and 14,000 graduate students, many of whom were enrolled in newly approved professional programs. The 1981 Plan emphasized that diversity of development be shown among the several state colleges in ways that will be responsive to particular needs in the several parts of the state. It called upon each college to strive to establish distinct identities and build statewide reputations for excellence in selected fields.

In 1966, when the state teachers colleges were transformed into the state colleges, the times

were prosperous ones; the post-war baby boom had just reached college; society was making a commitment to the higher education of low and low-moderate income persons through the establishment of financial aid programs; college budgets were growing. The atmosphere of the 1980s is very different and provides a different set of challenges, particularly for institutions that are striving for excellence in their student body and in their curriculum. At a time when some institutions are becoming less selective in order to attract a greater share of a diminishing pool of high school graduates, New Jersey's state colleges have opted to become more selective, while not relinquishing their commitment to the goal of equality. If they are to maintain their attractiveness, the colleges will need to continue to develop new programs geared to the occupational and economic realities of this and the next decade. However, it is an economic reality that such changes are not likely to occur as a result of increased budgets, but rather through internal reallocation of resources. With college budgets hard hit by inflation and without the fiscal autonomy to effect economies, such internal flexibility is rapidly disappearing.

*Challenges of the 1980s*

For the state colleges to maintain their trend toward excellence, they must have the confidence and support of the people of New Jersey. Accordingly, the Board of Higher Education, on the urging of the Council of State Colleges, appointed a panel of New Jersey residents to undertake a study of the future of the state colleges, taking into due cognizance the economic, social, demographic, governmental and technological changes in the environment within which the colleges will operate. Using the 1981 Statewide Plan as a foundation, this commission will, at a minimum, make recommendations regarding the mission of the state college sector and the individual missions of the individual colleges. This statement should be one that enriches curricular and programmatic decision making, guarantees access and equality of opportunity and makes recommendations concerning appropriate personnel policies intended to enhance the mission. To assure that there will be adjustments in the budget development process and that the state colleges have expended flexibility in financial operations, the commission should identify those financing and governance systems that have shown themselves to be effective in

*Study of State Colleges' Future*

promoting academic excellence in other states so that they might be studied for application to New Jersey. Approaches such as differential funding based on institutional mission and cost of instruction will be examined. Similarly, means of effecting economies and of meeting the colleges' capital construction and deferred maintenance needs also will be discussed.

*Commission on Science and Technology*

During recent years, state governments such as Massachusetts and North Carolina have become more involved in increasing the development of high technology industries and applied research in science and technology as a means of advancing economic growth and productivity in their states. New Jersey has begun its own effort through the official appointment by the governor of the Commission on Science and Technology, that will make recommendations for the development of a high technology economy in this state by industry, higher education and government. Specifically, the commission will analyze research facility and equipment needs; identify economic obstacles to an incentives for high technology development; analyze the engineering and computer science capabilities of its institutions of higher education; identify those applications of research and development that will encourage new business activity and employment; discern the feasibility of establishing selected industrial-academic "centers of excellence" in specific technical fields; and determine the requirements for training a more technology-oriented work force at all levels of employment within New Jersey. The commission will be staffed by the department and is expected to function through July 1984. Its final report or blueprint for New Jersey's high technology program is expected in October 1983. The commission also will make recommendations on fiscal year 1984 budget requests in areas pertinent to high technology, research and development, and the commercial improvement of New Jersey. It will consider proposing a comprehensive science and technology budget for inclusion in the governor's 1985 budget message.

*Engineering Education*

The department recently has been approached by educational institutions and private industry with various proposals for expanding the availability of engineering education in New Jersey. In response to these initiatives, and in light of the current strong demand for engineering programs and their graduates, the department will sponsor a

study of the engineering education needs of the state that will serve as the basis for future planning. The study will define and describe the need, if any, to increase the number of engineering programs in New Jersey and/or expand the student capacity of existing programs with particular reference to specific geographical regions, specific engineering disciplines and specific student clienteles. It also will recommend how the state's higher education system might best respond to any needs thus identified.

*Effective Use of Resources*

The Board of Higher Education has established a special Committee on the Effective Use of Resources to examine the activities of the higher education system to insure that the feasibility of all potential cost-saving measures are explored. Since salary costs constitute the bulk of the system's budget, the board committee must devise means to address the salary inflation dilemma if the higher education system is to avoid a fiscal and educational crisis during the 1980s. Among the issues that will be addressed are: (1) can the labor intensive nature of the educating process be relieved to some extent without loss of quality by the economical use of technology in place of expensive human resources and by increased productivity of existing personnel; (2) what kind of incentive agreements can be developed to permit state approved colleges and universities to retain and redeploy salary cost-savings into nonsalary areas in order to maintain educational quality; (3) can and should the present central approach to collective negotiations in the state sector be changed to permit institutions to negotiate their own and different salary settlements; (4) can the state assure full funding of such settlements at a certain dollar or percentage level that might be less than the contemplated level for other, less skilled public employee groups; and (5) is it feasible to adopt a different overall wage policy characterized by smaller percentage salary increases for faculty and staff at the upper end of pay scales in order to brake the dramatic rise in salary program costs?

*Enhanced Projection Methodology*

In fiscal year 1982, New Jersey's higher education enrollment projection methodology was refined both to incorporate assumptions about future changes in the composition of the state's student population and to permit more efficient modification of policy variables than was possible with the

original model. This effort is part of a two-year pilot project of the National Center for Higher Education Management Systems (NCHEMS) in which New Jersey is one of five participating states. To date, projections have been generated for full-time, part-time and full time equivalent undergraduates by race/ethnicity and by sex at the state, sector and institutional levels. The necessary software has been designed to minimize the extensive manual calculations that had been required in order to change assumptions about major policy variables, such as college-going rates. These refinements also make the projection model accessible to users with limited data processing knowledge. The present model is such that enrollment projections can be made by any student characteristic for which historical data are available. This capability enables both the department and the institutions to assess the differential impact of the anticipated overall enrollment decline and to plan enrollment and marketing strategies accordingly. The department is seeking copyrights for both the mathematical model and the computer software developed in this project.

*Data Base Conversion*

During fiscal year 1982, a major effort was initiated to convert the department's State Level Information Base (SLIB), which at present consists primarily of Higher Education General Information Survey (HEGIS) data, to a more flexible system. The conversion, to be completed in fiscal year 1983, creates for SLIB a true data base file structure from which information can be retrieved quickly and accessed easily by policy makers. Moreover, the new system possesses enhanced data editing capacities, permits convenient application of conventional statistical tests and will be able to report data in a wide variety of formats. All of these represent a substantial improvement over the existing system and will increase significantly the timeliness of reports based on HEGIS data and the efficiency with which responses to information requests can be made.

A major departmental report issued in fiscal year 1982 focused on the migration patterns of New Jersey college freshmen. Analysis of the available data suggested that there may be a pool of outmigrating students toward whom recruitment efforts by New Jersey colleges could be successfully directed. However, the report also concluded that many may leave the state for a

complex variety of reasons that cannot be analyzed with the available data. As a result, one recommendation of the report -- that the department conduct a survey of graduating high school seniors to gather information necessary to assess the many factors influencing students' decisions regarding college choice -- was initiated in late spring 1982. A representative sample of New Jersey's high school class of 1982, from both public and independent schools, was surveyed. Approximately 6,500 seniors received questionnaires soliciting names of intended colleges and reasons for these choices, as well as complete demographic information. The survey results are expected to yield more precise answers to questions about the kinds of students who leave New Jersey to attend out-of-state colleges and about the kinds of institutions they attend. The information will be used to plan more effective recruitment strategies to convince more of these students to remain in New Jersey for college.

*Survey of Graduating High School Seniors*

In the student assistance area, 1981-82 was a year of implementing management controls, new deadlines and new data processing systems. Both the grant and loan offices, which each process about 140,000 applications in a year, are now using online terminal systems to rapidly process applications, issue notices of eligibility and issue loan guarantees and grant payments. These distributive systems also feature automated correspondence and data bases suitable for significant research projects. The next step will be to link these systems directly to lenders and colleges through remote terminals. Tuition Aid Grants were increased to new maximum levels for the year to compensate for increased college costs. Grants to out-of-state institutions were curtailed by legislative direction. A new loan program, for parents and independent students, was initiated and had made $14 million in loans during its first nine months. New Jersey ranks second in the nation in loan volume.

*Student Aid*

In the Educational Opportunity Fund (EOF) Program, new data collection and program evaluation procedures were implemented that will enhance the ability to conduct retention and attrition studies as well as to make judgments about campus program quality. This program received a Fund for the Improvement of Postsecondary Education (FIPSE) grant to offer graduate course work in remediation and developmental education methods to educators

*Educational Opportunity Fund*

in New York, New Jersey and Pennsylvania.

## NEW MEXICO

Board of Educational Finance
1068 Cerrillos Road
Santa Fe, New Mexico 87503
Donald S. Stuart, Executive Secretary

*Master Plan*

The Board of Educational Finance has been in the process of developing a master plan for postsecondary education for the past two years. It was expected that the plan would be completed early in 1982. Since the plan as developed by early 1982 was unacceptable to the Board of Educational Finance, the deadline for completion has been extended one year. A committee consisting of three board members has been assigned the responsibility to pursue this activity.

*Quality Education*

Quality issues remain a concern of many in New Mexico. The Board of Educational Finance, along with the State Department of Education and New Mexico State University, sponsored a statewide conference to identify barriers to quality education in June 1981. A second conference will be held in June 1982 to make recommendations on how to overcome the identified barriers to quality.

*Revised Funding Formula*

The funding formula was substantially revised and accepted by the 1982 legislature. The budget categories of institutional support and plant operation and maintenance are no longer enrollment driven, but rely on factors that more appropriately measure the workload in these areas.

*Enrollment*

Enrollments in New Mexico remain relatively stable and legislative support for higher education continues to exceed the rate of inflation.

## NEW YORK

Board of Regents, University of the State of New York
State Education Department
Albany, New York 12224
Donald J. Nolan, Deputy Commissioner

*Enrollment*

New York's colleges and universities enjoyed enrollment increases again in fall 1981, although these were smaller than the previous year's. Preliminary figures for fall 1981 showed total enrollments up in New York State by nearly 18,000 students, to 989,993. Full-time enrollment at the State University of New York (SUNY) increased by 1.6 percent over the previous year, and full-time enrollments grew by 1.7 percent at the independent colleges. The overall decline in full-time enrollment at the City University of New York (CUNY), which had been 7.0 percent between fall 1979 and fall 1980, was 1.5 percent in fall 1981; total part-time enrollments at CUNY institutions increased by approximately 4 percent in fall 1981, compared with nearly 6 percent the previous year. SUNY part-time enrollments were up by 2.6 percent; those at independent institutions by 2._ percent over 1980 figures. The state's proprietary degree-granting institutions showed an increase in full-time enrollment of over 12 percent and a decrease in part-time enrollment of over 7 percent. Full-time undergraduate enrollment statewide increased by 1.5 percent over fall 1980; only the Genesee Valley region (a vertical slice of the state extending roughly from Rochester to Elmira) showed a slight drop in full-time undergraduates (less than half of one percent).

*Statewide Planning Process*

In November 1982 the Board of Regents will issue a progress report on the 1980 Statewide Plan for the Development of Postsecondary Education. The next statewide plan will appear in 1984. The governor's formal response to the 1980 plan proposed significant changes in the planning process to focus it more on the needs of society, as well as on those of institutions. The governor mentioned four issues in particular that should be included in future statewide plans: economic development, maintaining the balance among the state's three major sectors of higher education (SUNY, CUNY and independent institutions), remediation and health sciences training.

*Higher Education and Economic Development*

Many interconnections exist between higher education and the state's economic development. Even more links are being forged as a result of widespread recent attention to this topic on the part of the executive, the legislature, the business community and educational leaders. Programs at independent institutions include cooperative work-study/internship placement for

students, on-site and on-campus courses tailored to a company's or labor organization's educational needs, and short-term seminars and workshops for varied clienteles. City University's new Center for Worker Education at the City College now enrolls more than 200 students associated with labor unions in the city and anticipates steady growth in coming years. State University reports a marked increase in the delivery of education, research, and technical assistance programs and projects to communities and businesses, as well as increased availability of campus library resources. Export Assistance programs at SUNY campuses are assisting New York businesses with information and advice on developing foreign markets. In 1982 SUNY will have in place more than twenty Development Centers for Business across the state. Both State University and the statewide organization of independent institutions have created services to connect businesses with sources of needed research and development assistance on college and university campuses.

*Manpower Studies*

The State Education Department has undertaken a series of manpower studies in order to anticipate changing needs of the state's economy and assist higher education planners. Studies have recently been issued on current and projected supply and demand for physicians, dentists, engineers, and certified public-school teaching and administrative personnel. The department will continue to focus attention on education and economic development as it prepares the 1984 statewide plan, working in conjunction with the educational sectors and with such bodies as the Governor's Office of Development Planning, the New York State Science and Technology Foundation and the New York State Division of the Budget.

*Appropriations*

The state budget for fiscal 1983 includes a total of $2,149 billion for postsecondary education, an increase of $173 million over funds available in 1981-82. This amount includes funding for public institutions, aid to independent institutions and student aid. Funding for the State University system (SUNY), excluding the community colleges, was increased by 7.7 percent over the previous year. The City University (CUNY) senior colleges received 13.3 percent more in state funds than they had in 1981-82, an increase that reflects the state takeover of what had been New York City's share of general operating and debt service costs. State funds for operating and capital purposes at

the SUNY and CUNY community college have increased 8.6 percent over 1981-82 levels. Appropriations to independent institutions for 1982-83 total $115.6 million, an increase of $5.5 million. Most of this aid is based on the number of degrees awarded. The largest category, the Bundy Aid program, increased by $1.4 million over 1981-82.

*Student Aid*

State aid to students amounted to $335.1 million in 1981-82, an increase of $29.4 million over 1980-81. The state's need-based Tuition Assistance Program (TAP) distributed $285.8 million to New York students in 1981-82, an increase of $38.9 million. This increase reflected an improved award scale for undergraduates enacted by the legislature in 1981. A new student aid program, Supplemental Tuition Assistance Program (STAP), was also established in 1981 to provide up to an additional year's tuition assistance to educationally disadvantaged students carrying a remedial workload. Students in New York borrowed a total of $1.1 billion in 1981-82 through the Federal Guaranteed Student Loan Program, administered by the state. This represents an increase of $266.8 million over the 1980-81 figure.

*Youth Education and Employment*

The regents adopted in 1982 a policy statement "Youth Education and Employment: A Comprehensive Approach," which noted the disproportionate unemployment burden borne by persons aged 16 to 19 (30 to 40 percent in some areas). Although New York has many resources available for youths seeking employment skills and counseling, a fragmented delivery system hampers the effectiveness of these efforts. The report called for better coordination within the education system to address four key issues: developing basic skills, opening schools to the community for service to a broader clientele, developing linkages with business and industry and coordinating educational resources with other agencies.

*Dental Education*

In the late 1970's, U.S. dental schools experienced a decline in applications. New York's four dental schools shared in this decline, with an average annual drop in applications of approximately 10 to 15 percent between 1975 and 1981. Although total dental enrollments have held steady since 1978, one of the state's two independent schools of dentistry experienced a moderate enrollment decline in 1981-82. Concern

over this situation caused the independent schools to appeal to the state for increased institutional aid. A resulting study by the State Education Department led to four recommendations: that aggregate enrollment of dental students not be increased; that no further cuts be made in student aid programs and that a study of student aid be conducted to assure access to professional study; that minority enrollments in professional programs be increased; and that immediate and long-term state support for dental education be examined. Pending recommendations from the long-term study, the regents recommended a one-time increase in dental capitation aid, and the legislature appropriated $2 million for this purpose in the 1982-83 state budget.

*Engineering Manpower and Education*

Engineering has come under particular scrutiny since 1980 because of the importance of engineers to New York industry, the recent high demand for their services and consequent rising undergraduate enrollments in engineering programs. These conditions are combined with worsening difficulties for engineering schools in filling faculty vacancies and maintaining up-to-date laboratory equipment. In June 1982, the regents issued a comprehensive study of engineering manpower and engineering education in New York State, with recommendations for action. Those recommendations included limited increases in the state's capacity for undergraduate engineering education and in opportunities available to working engineers for part-time graduate education, as well as the encouragement of industry-university cooperation in the field of engineering. Programs were also recommended to provide state funding for teaching assistantships and doctoral fellowships in engineering.

NORTH CAROLINA

The University of North Carolina
General Administration
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William Friday, President

The North Carolina General Assembly adjourned on July 10, 1981 after 127 legislative days. The election of Ronald Reagan as President and his proposed budget cuts had a major impact on the actions of the General Assembly. Estimates were

*Reduced Federal Funding*

that federal revenue losses could run as much as $300 million with the losses heavily impacting human services programs, including education. Because of the uncertainties of federal funding, the General Assembly decided to reconvene in the fall after enactment of the federal budget and again in June 1982 to consider possible budget revisions.

*Appropriations*

The General Assembly did continue efforts to broaden the technologies and associated educational bases of the state. A total of $24.5 million was appropriated for the construction and operation of a microelectronics center to attract the microelectronics industry to the state. An additional $5.3 million was appropriated to the North Carolina School of Science and Mathematics for increased operating support and capital improvements. The Community College System received an additional $4.4 million for various new programs, including apprenticeship and industrial training programs. Merit and longevity pay increased were voted for teachers and state employees, but consideration of cost-of-living increases was deferred to the fall session. The General Assembly also appropriated $48.3 million for construction at campuses of the University of North Carolina.

*Independent Sector Bonds*

The General Assembly approved for submission to the voters a proposed constitutional amendment that would allow the state to issue revenue bonds to support the construction of facilities at independent colleges and universities. This amendment was subsequently defeated by the voters in a June 1982 election.

*Legislative Studies*

The General Assembly authorized, but did not require, the Legislative Research Commission to undertake a large number of interim studies. Those of interest to higher education included civil rights compliance of nonstate institutions receiving state funds, the feasibility of making the 12th grade optional in the public schools, the teacher tenure law, scientific and technical training equipment needs in institutions of higher education, the feasibility of consolidating the state computer systems, state-owned motor vehicles and several studies dealing with state building and procurement standards and procedures.

United States District Judge Franklin T. Dupree, Jr. of Raleigh on July 17 signed a consent decree

*Civil Rights Consent Decree*

filed by the university and the U.S. Department of Education as a solution to the 11-year dispute over the university's compliance with Title VI of the Civil Rights Act. Under the agreement, the university committed itself to increase minority enrollment at its 11 traditionally white and 5 historically black campuses, to assure continued parity in financial support for black institutions and to add 29 graduate and undergraduate programs on the 5 historically black campuses. The consent decree will remain in effect until December 31, 1988. University commitments to increase minority-presence enrollments and employment and commitments for the further development of the predominantly black institutions will terminate on December 31, 1986. The court is retaining jurisdiction over the case until December 31, 1988, to monitor continued compliance by the university with Title VI and the Fourteenth Amendment. Under the consent decree, the university will file annual reports with the U.S. District Court and appropriate federal officials specifying actions taken to implement the commitments made and the results achieved. The university proceeded immediately to implement the agreement embodied in the consent decree. The first annual report was submitted to the Federal District Court as of December 31, 1981, as required under the terms of the Consent Decree.

*Academic Program Development*

Between July 1, 1981 and June 30, 1982 14 new programs were recommended by the Committee on Educational Planning, Policies and Programs to the Board of Governors for establishment; 7 were at the baccalaureate level and 7 at the master's level. Five of those programs were also in compliance with the Consent Decree that identified 29 new degree programs to be established at the university's predominantly black institutions. One baccalaureate program was discontinued, and planning authorization was granted for three new programs, one each at the baccalaureate, master's and doctoral level.

*Television Stations' License Renewal*

In July 1981, the Federal Communications Commission accepted University of North Carolina plans to increase minority and female employment at the eight University of North Carolina television stations and renewed the stations' licenses for the period ending December 1, 1981. Subsequently, the university applied for license renewal for the succeeding period, ending December 1, 1986. These renewals were granted by the

Federal Communications Commission on November 20, 1981.

*Special Tuition Rates for Nonresident Students*

General Statute 116-143 was amended by the 1981 General Assembly to authorize the Board of Governors to establish especially reduced tuition rates and to give tuition and fee waivers to certain nonresident students. Accordingly, effective with the fall term of 1981 the following groups of nonresident students were identified by the Board of Governors as eligible for special tuition rates: (1) undergraduate students deemed by the institution to have special talents and qualifications and who are thereby awarded by the institution a scholarship or fellowship at the rate of at least $250 per academic year (the North Carolina School of the Arts may identify categories within this group in accordance with established institutional practice); (2) graduate students deemed by the institution to have special talents and qualifications and who are thereby awarded by the institution a nonservice fellowship at a rate of at least $1,500 per academic year; (3) graduate students deemed by the institution to have special talents and qualifications and who are thereby awarded by the institution a graduate, teaching, or research assistantship that involves the performance of duties of a significant academic nature and who are paid a stipend at a rate of at least $1,800 per academic year; and (4) undergraduate and graduate students admitted to a space allocated under a specific contractual agreement with another state or a regional agency, such as the Southern Regional Education Board.

*"North Carolina 2000"*

In August 1981, a response was submitted to the governor of North Carolina on the behalf of the Board of Governors in a project in which all state institutions and agencies are participating known as "North Carolina 2000." This response was prepared under the leadership of the vice president for planning and with the assistance of all the campuses. It contained many suggestions that were of significance for the state and for the university. Subsequently, a commission to be led by the president of the University of North Carolina was named by the governor to examine the state's prospects for the year 2000. Working with the commission is a representative of each of the state's 100 counties and a 15-member State Goals and Policy Board. The commission's report will be concluded near the end of 1982.

*Amended Budget*

As anticipated at the July 10, 1981 adjournment, the General Assembly reconvened in October 1981, for the primary purpose of taking further action on budget matters. The revenue picture continued to be troublesome. The General Assembly enacted a 5 percent pay increase for teachers and state employees, effective January 1, 1982. The increase, however, was under temporary legislation, expiring on June 30, 1982, unless extended or made permanent. Funds were provided to restore the level of employee health insurance benefits, which had been somewhat reduced at the earlier session.

*Expansion Funds*

A total of $8.4 million in expansion funds was appropriated to the University of North Carolina for increased student aid to replace federal funds in the Area Health Education Centers program, to enhance basic program support and to increase funding for the University of North Carolina Center for Public Television. An additional $500,000 was provided for the agricultural extension program, and $2.5 million was made available to the university for planning capital improvements. The Community College System received $350,000 to expand industrial training at one institution.

*Teacher Certification and Quality Assurance*

In October 1978, the Board of Governors adopted a resolution, also adopted by the State Board of Education, that set in motion a major revision of procedures for certifying teachers in North Carolina and for approving programs to prepare teachers at institutions of higher education in this state. This activity, known as the Quality Assurance Program, was completed and submitted to the State Board of Education in October 1981. The Quality Assurance Program report proposed significant changes in current teacher education certification procedures designed to improve the quality and effectiveness of teachers and to provide a system for continuing evaluation and reform of teacher education programs in both public and independent colleges and universities.

*Nursing Education*

At its October 1981 meeting, the Board of Governors received a special report on nursing education at three institutions, North Carolina A&T State University, North Carolina Central University and Winston-Salem State University. The board approved the report with certain understandings: The 60 to 70 percent first-time passing rate adopted by the State Board of Nursing

Examiners would be regarded as a minimal requirement. It was recognized that progress had been made and constructive changes had taken place in the nursing programs at North Carolina Central University and Winston-Salem State University in response to the resolution adopted by the Planning Committee in May 1977.

*Leasing Authority*

The Board of Governors in July 1972 adopted a resolution delegating certain authority to the institution boards of trustees. This resolution, generally known as the "Delegations," had authorized the institutional boards to acquire and dispose of any interest in real estate valued at less than $50,000, subject to any necessary approvals from state officials and agencies but without approval of the Board of Governors. The board at its November 13, 1981 meeting adopted a resolution to clarify and extend this authority in three respects: (1) it expressly authorizes each board of trustees to delegate to its chancellor the authority to acquire or dispose by lease of any interest in real property valued at less than $25,000, subject to any necessary approvals from state officials and agencies; (2) it authorizes the president, for the General Administration, to acquire or dispose by lease of any interest in real property valued at less than $25,000, subject to any necessary approvals from state officials and agencies; and (3) it states that, in applying the "Delegations," the value of an interest in real property with respect to a lease would be the annual rental thereof.

*Standards for Political Activity*

On January 8, 1982, the Committee on University Governance adopted a statement to make clear the way in which it would interpret the board's policy concerning candidacy for the General Assembly and service in the General Assembly. This statement said, in effect, that if an employee of the university who is exempt from the State Personnel Act should be elected or appointed to the General Assembly, he or she would have to obtain a leave of absence for the full period of General Assembly membership, or alternatively, resign from university employment. The statement further said that anyone who might become a candidate for the General Assembly would have to demonstrate conclusively that campaigning would not interfere with the performance of duties owed to the university; a candidate who did not sustain this burden of proof would have to obtain leave or resign.

*Long-Range Plan*

In January 1982, the office of the president provided instructions and guidelines for the fifth revision of the long-range plan of the University of North Carolina. The fifth edition of the long-range plan will again cover five years, 1982-83 through 1986-87. The preparation of the planning document will again be a joint endeavor. Each institution, under the direction of the chancellor, will develop and submit proposed amendments to its current five-year plan. The president's staff will be engaged also in university-wide planning, through various special studies and program reviews and will engage in appropriate consultation with representatives of the Community College System, of the private colleges and universities, and of the State Department of Public Instruction. A comprehensive planning document will be prepared by the president's staff for review and consideration by the Board of Governors, after a thorough review of institutional proposals and the completion of the necessary special studies. The Consent Decree entered in the U.S. District Court for the Eastern District of North Carolina on July 17, 1981, is incorporated into Long-Range Planning, and the goals and commitments established in that decree have been accorded first priority by the Board of Governors and will continue to have that first priority through the life of the decree. All institutional plans will be consistent with this definition of priorities.

*Tuition and Fee Schedule*

At its April 9, 1982 meeting, the Board of Governors adopted a report of its Committee on Budget and Finance that recommended no changes in tuition, in application fees or in special fees for 1982-83. In certain general fees, however, changes were recommended following requests submitted by the institutions and approved by the president. These changes reflected the effect of inflation; in some cases they would provide a limited expansion of service.

*Technology Programs*

Prior to its May 1982 meeting the Board of Governors was sent a review of program offerings in the field generally designated as "technology." This field embraced courses in such areas as industrial arts, vocational education, industrial technology and engineering technology. Subsequently, the members of the board were sent copies of a special report entitled "Engineering Education in the University of North Carolina."

This report had been prepared by a panel of distinguished educators in the field of engineering. This letter report is intended to provide the board and the president a sound foundation for future development of engineering education, and the president has been requested to prepare recommendations in light of the report for consideration by the board.

*Research Center for Communications and Signal Processing*

At its June 11, 1982 meeting, the Board of Governors approved the request of North Carolina State University at Raleigh to establish a Center for Research in Communications and Signal Processing. The center is funded under the University/Industry Cooperative Centers Program of the National Science Foundation and expects to receive continuing support from 10 to 12 cooperating industrial firms. The center will conduct basic and applied research in communications and signal processing and enhance graduate education programs in these areas. The creation of the center represents another important step in the state's effort to promote the development of high technology.

*Student Communication With Board of Governors*

Also, at its June 11, 1982 meeting the Board of Governors adopted a resolution designed to provide for more effective communication between students and the board and its staff. The resolution recommended that the president establish a Student Advisory Council, composed of the student government presidents of the sixteen constituent institutions. This group is t meet at least twice a year to consider matters of university-wide concern. The chairman of the council will receive notice of Board of Governors meetings, and the expenses of the chairman in attending such meetings will be reimbursed.

*Budget Revisions*

The General Assembly reconvened in June 1982, again for primary purpose of considering budget revisions. Revenue estimates for the 1982-83 fiscal year of the biennium were adjusted downward from those set a year earlier, from 11 percent to 8.9 percent rate of increase. The General Assembly had to reduce the continuation budget by $44 million to bring anticipated revenues and expenditures into balance.

*Salaries*

The January 1, 1982, pay increase of 5 percent was made permanent, but salaries were frozen for the 1982-83 fiscal year with no merit or longevity pay increases. The salary legislation provides the

possibility of a one-time $200 bonus in January or February 1982, if revenues exceeded estimates during the first six months of the fiscal year and if over-collections were expected to continue. The General Assembly took advantage of a change in federal tax law to provide that teachers and state employees can shelter from current taxation their 6 percent contribution to the retirement fund. The state also took action to become a self-insurer with respect to the employees medical insurance plan.

## NORTH DAKOTA

Board of Higher Education
State Capitol Building
Bismarck, North Dakota 58505
John A. Richardson, Commissioner

*Reciprocity*

In 1975 the North Dakota legislature authorized the State Board of Higher Education to enter in to reciprocal agreements with the neighboring states of Montana, South Dakota and Minnesota. Later that year a reciprocity program was entered into between the North Dakota State Board of Higher Education and the Minnesota Higher Education Coordinating Board. The reciprocity program applied to the public four-year colleges and universities under the jurisdiction of each of the two boards. The school district operated two-year institutions were authorized by the 1981 legislature to participate in reciprocity with the area vocational technical institutes in Minnesota effective July 1, 1982. Reciprocity for vocational education in North Dakota will be administered by the North Dakota Board for Vocational Education.

*Role and Scope*

The State Board of Higher Education is developing a systemwide role and scope policy for guiding each institutional program development. The process has been most helpful in resolving statewide issues for future institutional direction.

*Postsecondary Study Commission*

The 1981 legislative session passed into law a "blue ribbon" study commission. Although the prime purpose for the commission is to resolve the issue of financing and governance for three local community colleges, other postsecondary issues have been considered as well. The commission will

be gathering public opinion regarding preliminary recommendations or alternatives prior to making formal recommendations for the consideration of the 1983 legislative session.

*Student Aid*

As a result of the uncertainty caused by Reagan Administration proposals to slash student financial aid, the State Board of Higher Education commissioned a board-level task force to study the impact of the proposals and to make recommendations to insure North Dakota students adequate resources to pursue postsecondary education. The task force was made up of a college president, a fiscal officer, a student financial aid administrator and a student. The result of the efforts of the task force is a comprehensive history of federal and state student financial aid programs in North Dakota. Statistics illustrating the dollars available and students assisted are incorporated into the report, as well as projections as to the impact of the proposed cuts on programs and students. A comprehensive set of recommendations complete the report, ranging from suggesting the need for a statewide work-study program to offering an innovative method of funding student financial aid programs. The recommendations will be taken to an interim legislative higher education study commission and then to the 1983 legislative session. Copies of the report are available from the North Dakota State Board of Higher Education, Tenth Floor, State Capitol, Bismarck, North Dakota 58505.

*Fiscal Reductions*

The state announced a revenue shortfall in late 1981. The governor asked state units to reduce their general treasury requests by 5 percent for the remainder of the 1981-83 biennium. The State Board of Higher Education complied with the request by reducing requests $7 million. Additional reductions from budgets were made in early 1982. 1982-83 salary increase budgets were reduced from 8 percent to 4 percent to meet the state's cash flow problems. New construction of two buildings was also cancelled because of the state's cash problems. State agencies are being required to submit budget requests for 1983-85 on three levels. The format requires requesting a budget of 90 percent of current levels, a continuing service level and an enhanced level. The budgets will be considered by the 1983 legislature.

OHIO

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Edward Q. Moulton, Chancellor

*Fiscal Uncertainty*

The 1981-82 academic year for the Board of Regents and higher education institutions in Ohio was marked by fiscal uncertainty and continuing budget constraints. The General Assembly did not pass an operating budget for fiscal 1982 and 1983 until November. By January 1982 there was a known deficit in the state's biennial budget of more than $1 billion, causing a 5.5 percent fiscal 1982 cut to be implemented in February and budget deliberations to be reopened. A new budget-balancing bill was passed in late June calling for both substantial tax increases and additional cuts for fiscal 1983 of more than 10 percent for higher education. The latter action obliterated any gains hoped for in fiscal 1983 following two full years of deteriorating buying power for the state's system of higher education. Since fiscal 1980 higher education's share of the state budget has dropped from 14 percent to 12 percent, which is a dislocation in itself of some $140 million. Buying power from instructional subsidies has eroded from $1,520 to $1,160 per student. Several thousand enrollments have been totally unfunded due to a legislative budget decision not to subsidize enrollments above the fall 1980 level despite record levels of service.

*Impact of Long-Term Underfunding*

The impact of this long-term underfunding has been to force fee increases of approximately 50 percent over the past two years with additional increases of 20-25 percent expected in the 1982-83 academic year. Faculty and staff salaries have not kept pace with the cost of living, threatening heavy loss of personnel to other states and to the independent sector. Freezes or limitations on library acquisitions and equipment purchases have become commonplace. Reductions in course sections and in some cases elimination of programs have been effected. The net result of these actions has been erosion of both access and quality. Planning for the regents and the institutions has been most difficult throughout the series of appropriation adjustments, particularly as higher education has had to bear a disproportionate

burden for the state's fiscal shortfall and cash flow problems.

*Institutions and Enrollment:*

Enrollments reached a record high in fall 1981 with 485,000 students attending Ohio's public and independent colleges and universities. Ohio's state college and university system includes 12 universities, 23 university branches, 2 independent medical colleges, 8 community colleges and 17 technical colleges. Fall 1981 headcounts climbed to 384,560 students as compared to 382,461 students in fall 1980. Sixty-four percent of these students attended senior institutions while 36 percent enrolled at two-year campuses.

*State System*

*Private Institutions*

Independent colleges certified by the regents to operate in Ohio number 62 senior institutions based in Ohio, 4 two-year colleges based in Ohio, 8 out-of-state institutions offering programs at sites in Ohio and 29 hospital schools of nursing. Independent college enrollments in fall 1981 remained stable with approximately 100,000 students.

*New Program Authorizations*

During fiscal 1982 the Board of Regents implemented a tough policy on program expansion, especially for public institutions faced with the fiscal uncertainties described earlier. The board's position was that new programs or degrees would not be approved until a sound state budget was achieved, program review was in place at the institution and the institution showed evidence of program reductions in other areas to compensate for costs associated with developing the new program. As a result of this policy only six new degree programs were approved at public institutions during the year. Requests of independent institutions for new degree programs although not subject to the board's policy regarding fiscal constraint and program review, were subjected to tough review also. Purpose of the review was to see that programs met minimum standards and that the institutions had adequate resources in the present economy to maintain the program for the period of authorization. Four new associate degree programs, six baccalaureate programs and eight graduate programs were approved. The Board of Regents continued its policy of requiring prior approval of any new off-campus programs that represent more than half the coursework toward a degree. All such proposals are shared with regional consortia for consideration of duplication of service or undue competition among neighboring institutions before

formal recommendation for approval or denial is made by the regents. The regents' principal concern has been that these off-campus offerings be of comparable quality to those of the main campus. All authorizations are time and site specific. In 1981-82, two off-campus programs were approved for independent and out-of-state institutions.

*Master Plan*

Development of a Master Plan for Higher Education is a statutory requirement of the Board of Regents, generally occuring at five year intervals. This planning process has represented a major part of the regents' work program in fiscal 1982. Publication of the 1982 master plan is expected in September. A series of public meetings and written comments solicited from institutional leadership and higher education associations provided initial input to the conceptual framework of the plan. Following preparation of the first draft by the regents' administration, copies were made widely available for additional public and institutional input and/or reaction. The final product represents the regents' judgment from a state perspective as to the environment in which higher education will have to operate and the direction Ohio's system should take over the next decade. Major elements of the plan include recognition of the continuing financial constraints under which institutions will likely operate, the potential for declining or changing markets for students, a new focus on research and public service and increased need for sound enrollment planning and program review. A call for greater interinstitutional collaboration runs as a theme throughout the plan.

*Articulation Progress:*

Implementation of the recommendations of the Advisory Commission on Articulation (1981) has progressed at both the institutional and state level. Extensive communication of the recommendations and their objectives has been a major activity of the past year with presentations to superintendents, principals, counselors, academic officers, admissions officers, state legislators and educational associations. A number of state universities have implemented variations of the commission's recommendations for a college preparatory curriculum as the standard for "unconditional" admission. The basic curriculum includes four units of English with emphasis on composition and at least three units of mathematics, one of which is taken in the

*Unconditional Admission*

senior year, plus the traditional three units each of social studies, science and foreign language. High schools already are experiencing shifts in student course selection as a result of these recommendations. At the state level, the Advisory Council on College Preparatory Education was empaneled to assist in the implementation of the commission's recommendations. The council was also to identify necessary components of the social studies, science and foreign language curriculum, as had been done earlier with English and mathematics and to develop a communication strategy for the articulation program. The council is scheduled to report on its findings and recommendations to a joint meeting of the Board of Regents and State Board of Education in November.

*Council for Implementation*

In a related activity, the Board of Regents' third annual report on "College and University Remedial Course Enrollments in Mathematics and English" showed no appreciable change from prior years. Statewide in 1980-81, 20 percent of all entering students required remediation in mathematics and 16 percent in English. High schools and colleges are working together to identify those students who have deficiencies and to ascertain the reasons for the deficiencies in preparation. With the new emphasis on articulation activities across the state, the regents hope to see some reduction in the need for remediation by 1985.

*Remediation*

State student financial aid programs have remained strong despite Ohio's financial problems. The need-based Ohio Instructional Grants were increased by 15 percent in 1981-82 and will be increased another 10 percent in 1982-83 to help offset rapidly increasing fees. Approximately $31.8 million was distributed in Ohio Instructional Grants in fiscal 1982 to 61,000 students attending public and independent colleges, proprietary schools and diploma schools of nursing. The Ohio Academic Scholarship Program in its fourth year of operation provided $1,000 scholarships to nearly 4,000 students based on outstanding academic achievement and ability. The National Guard Scholarship Program provided full tuition for about 2,500 persons who enlisted or reenlisted in the guard for six or more years at a cost of $2.9 million.

*Student Aid*

The Board of Regents continues to place a high priority on promoting the responsiveness of colleges and universities to business, industry and government needs. The Ohio General Assembly,

*Business and Industry Extension Services*

likewise recognizing the potential of higher education resources to assist the economy of the state, has mandated as part of the general appropriations act that the Board of Regents develop a proposal for a business and industry extension service including social services. The proposal is to be submitted by September 1982 for consideration as part of the 1983-85 budget package. Several existing linkage programs continued to operate in 1981-82 despite little or no state funding. The Ohio Technology Transfer Organization has agents operating on 13 technical and community college campuses to help small business enterprises learn and use current technical knowledge. Urban Studies Centers at 8 state universities provide training/education and research assistance to help solve problems directly related to Ohio's population centers. The Ohio Inter-University Energy Research Council coordinates energy research among Ohio's 12 state universities and 2 independent universities with emphasis on coal research, alternative sources of energy and energy conservation. The Ohio Coal Research Laboratories Association pursues research and education programs on coal and coal-related problems. Twenty-three regional Job Training Consortia serve as brokers for vocational/technical training and service, matching programs to area economic development.

*Work and Learning Councils and Publication*

Two new activities in fiscal 1982 included formation of Work and Learning Councils and publication of the Ohio Resource Network brochure. The Work and Learning Councils convene business and education representatives to exchange information on programs and activities related to cooperation between these sectors and to explore possible new cooperative efforts. The Ohio Resource Network brochure distributed statewide through the Ohio Chamber of Commerce, the Ohio Manufacturers Association and the Ohio Department of Economic and Community Development highlights institutional resources to assist with new ventures, technology, financial planning, production and personnel problems. A contact person is identified at each institution for the business and industry user's convenience. Funding from the Kellogg Foundation, the Education Commission of the States, the Comprehensive Employment Training Act (CETA) and Title I helped to underwrite these new activities.

OKLAHOMA

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J. A. Leone, Chancellor

*Upper Division and Graduate Education for Tulsa*

Oklahoma higher education was concerned with three primary issues in fiscal year 1982: (1) provision of state-supported, upper level and graduate education in the Tulsa metropolitan area, (2) teacher education, and (3) financial aid to students. Although Tulsa is the state's second largest city, there was no state-supported higher education in the community until the establishment of Tulsa Junior College in 1968. The city is served by two private universities, the University of Tulsa and Oral Roberts University. The State Regents for Higher Education, through a provision of the higher education state plan for civil rights compliance, has made a first step in meeting the need of the Tulsa area through coursework offered by Langston University. This program, however, has not yet filled the expectations of the people of Tulsa. The 1981 legislature asked the State Regents to make a comprehensive study of the higher education opportunities available in Tulsa and report early in 1982 regarding the feasibility of making further efforts toward the provision of state-supported upper division and graduate education in the Tulsa metropolitan area. It was determined that the most feasible delivery system for upper division and graduate education at Tulsa was a university center that could utilize the resources of existing colleges and universities in the state.

*Tulsa University Center*

The 1982 Oklahoma legislature enacted Senate Bill Number 480, authorizing and directing the Oklahoma State Regents for Higher Education to establish a University Center to make additional programs of public higher education available to citizens in the Tulsa metropolitan area. Among other things, Senate Bill Number 480 provides that (1) the State Regents shall have governmental control of the program; (2) the center shall draw upon the educational resources of existing colleges and universities to provide needed courses and programs; (3) the center shall offer educational

programs at the third and fourth years of undergraduate study and at the master's level; (4) the center shall not be in duplication of courses and programs offered by Tulsa Junior College or the Langston Urban Center program; and (5) the State Regents shall create an Advisory Board of Citizens from the Tulsa area to render counsel and advice to the regents as the administering agency for the Tulsa higher education program. Senate Bill Number 480 provides that the University Center at Tulsa shall become operative as soon as possible after the effective data of the act, which is July 1, 1982. At a meeting of the State Regents held on May 21, 1982, the regents appointed nine members from the greater Tulsa metropolitan area to serve on the Advisory Board of Citizens for the University Center. Senate Bill Number 449 provided $1,190,000 in state appropriated funds for the fiscal year 1983 operation of the center. The Oklahoma higher education community eagerly awaits the first offering of classes scheduled for the fall 1982 semester.

*Teacher Monitoring*

In July 1980, the State Regents adopted a new long-range planning document, Oklahoma Higher Education: Planning for the 1980's. This document provided for the formation of ad hoc planning groups to address special issues, including a task force on teacher education, in response to House Bill 1706 passed by the 1980 legislature. This legislation, an act dealing with the licensure and certification of public school teachers, requires, among other things, that each new "entry-year" teacher hired by local school boards have his or her performance monitored by a committee that must include a faculty member from a teacher-training college or university. The full effect of this legislation is yet to be determined since it will not be fully implemented until the 1982-83 school year, but the logistics of forming committees for more than 2,000 entry-year teachers in the state, including travel for faculty representatives to and from campuses in the state system, will be considerable. The State Regents requested and received from the 1981 legislature an appropriation of $600,000 in planning and start-up funds to begin implementation of the legislation. The Oklahoma legislature has now provided $4.7 million to implement the program in 1982-83.

*Student Aid*

The 1982 Oklahoma legislature recognized the need for additional financial aid to students in light of federal budget cuts. It is particularly important to note that the state acted to accept responsibility for financial aid to college students by enacting Senate Bill 400. This bill provides funds for tuition aid grants to eligible Oklahoma college students. A significant amount of additional funds was expected to be made available for tuition aid grants in July when the Oklahoma legislature reconvened. Approximately 35,000 postsecondary students, more than 20 percent of the total enrollment, are expected to apply for these funds.

The State Regents at their May 1982 meeting revised the current policy on Fee Waiver Scholarships to allow institutions to award scholarships to residents of Oklahoma from the Educational and General Budget -- Part I in an amount that shall not exceed 1.5 percent of the total Educational and General Budget -- Part I for the previous fiscal year. The new policy, although not mandatory, authorizes a total of $5,798,019 and permits each institution to provide access for students based upon the availability of other student assistance funds and upon its individual needs. These scholarships will be available for the 1982-83 school year.

*Institution Regulation*

Of continuing concern to the State Regents has been the proliferation of unaccredited and unauthorized courses and degrees in the state. Ranging from the merely misinformed to the openly fraudulent mailorder diploma mill, these operations seem to be on the increase. Under Oklahoma law, regents have the responsibility for approval of all collegiate-level coursework for credit and college degrees and thus have been working cooperatively with the state attorney general and the U.S. Postal Service in an effort to halt the fraudulent operations. The regents have counseled with the administrators of legitimate organizations seeking to offer college-level courses and degrees in regard to attaining proper authorization and accreditation. Public warnings have been issued through the news media to the state's consumers against paying money to enroll in correspondence courses, extension courses or other classes offered supposedly for college credit outside a regular

campus setting without first checking the accreditation of the organization offering the course-work. A very important Oklahoma Attorney General Opinion issued May 4, 1982, reiterated the authority of the State Regents to protect the citizens of Oklahoma against the operation of unaccredited institutions of higher learning, whether those institutions be clothed with ecclesiastical garments or whether they be private or independent institutions.

*Increased Spending for Higher Education*

In summary, Oklahoma is enjoying a time of economic prosperity due to increased activity in energy exploration and production and the state's location in the Sun Belt. State revenue collections have grown as a result, enabling the state to increase its spending in higher education as well as other areas of state government thereby permitting the State Regents to make great strides toward solutions to the issues facing Oklahoma higher education.

## OREGON

Oregon Educational Coordinating Commission
225 Winter Street N.E.
Salem, Oregon 97310
T. K. Olson, Executive Director

*Special Session for Revenue Shortfalls*

Since the lengthy 1981 regular biennial session of the legislature ended in August 1981, the Oregon legislature has had to deal with revenue shortfalls in two special sessions. The first special session began in January 1982 with the projection of a $240 million deficit. Before lawmakers adjourned March 1, the deficit had become nearly $320 million. Legislators decided to make up more than half the deficit by a combination of tax increases (income and cigarette taxes) and speedup of employer withholding payments. For the rest, state agency budgets were cut approximately 7.5 percent of the remaining 18-month budgets; basic school support, $16.3 million; the property tax relief program, $17.8 million; and the emergency fund, $15 million. In the state agency reductions, the State System of Higher Education's institutional operating budgets were cut $12.5 million or 5.3 percent and state aid to community colleges was reduced by $4.7 million or 6.1 percent.

*Second Special Session*

The second special session -- in one day, June 14 -- dealt with an additional $100 million shortfall. The legislature raised $34 million in income taxes by a change in the withholding tax schedule. Basic school support was cut by $13 million and the property tax relief program by $30 million. A total of $20.7 million was achieved from 6 percent state employee salary cuts, and $10 million from state agency budget reductions for 1982-83. Of the latter, $2.25 million was assigned to the State System of Higher Education institutional operating budgets. State aid to community colleges was not cut, and state system faculty salaries were not cut 6 percent, since they had opted to take a 3 percent reduction in salaries as part of the first special session program cut. Classified staff in the system will take the 6 percent salary reduction, however, which will further impact institutional budgets. The legislature adjourned amid talk that the next quarterly revenue projection in August may show a further shortfall.

*Joint Planning Activities*

With these fiscal crises as a backdrop, the state-level policy boards in Oregon have placed emphasis on joint planning activities. A Joint Committee on Teacher Education of the Oregon Educational Coordinating Commission, Boards of Education and Higher Education, and Teacher Standards and Practices Commission after two years' work sent a final report in February 1982 to the respective agencies recommending followup and action on a number of significant issues: preservice programs for teachers and administrators, continued professional development, school environment for beginning teachers and the number of teacher education programs. At a presentation meeting, the joint boards agreed to continue the Joint Committee on Teacher Education to monitor implementation, report progress and recommend on all aspects of this area.

*Additional Joint Planning Efforts*

Three other joint efforts are now getting underway. The first is a committee with Board of Education, Board of Higher Education and commission representation to review elementary/secondary requirements, preparation for college and postsecondary admission requirements. The second is a study on tuition levels between the two public segments -- community colleges and four-year institutions. The Department of Higher

Education is considering a differential undergraduate tuition, with a lower level for freshmen-sophomores and higher for juniors-seniors. A third review is the policy on availability and extent of two-year vocational degree programs offered by four-year state colleges not located in community college districts. A few such programs are authorized currently and development of more is under consideration.

PENNSYLVANIA

State Department of Education
333 Market Street
Harrisburg, Pennsylvania 17108
James P. Gallagher, Commissioner for Higher Education

*Master Plan Preparation*

In preparation for development of a new master plan for higher education, the Council of Higher Education placed a number of issues on the agenda for discussion. These issues were raised by the Task Force on Master Plan Implementation in its report of January 13, 1982 to the council. The issues raised included: (1) discussion of health professions and veterinary medicine education; (2) provision of financial aid to part-time students; (3) the use of modern technologies to serve geographically isolated segments of the population not presently served through existing programs; (4) reexamination of the need for programs designed to bring higher education to the economically and/or educationally disadvantaged; (5) the possibility of relocating handicapped students to specialized schools or programs either in or out-of-state; (6) state financial grants to relocated handicapped who are out-of-state to be calculated using the same procedure as for in-state students; (7) special state monies for continuing education in areas of technological, scientific and manpower need as determined by the Governor's Office of Policy and Planning and (8) the development of quantitative measure-based formulas for fundin

*Graduate Advisory Committee Report*

In response to a recommendation of the 1978 Master Plan for Higher Education, the commissioner of higher education formed this advisory committee in March 1980. This report indicates that there is little excess capacity in terms of space and opportunity for graduate study in Pennsylvania

because of its history of cautious expansion of public higher education over the past 40 years. As a result, there remains a large population to be served through graduate education despite the very modest enrollment increases that are projected for the nation as a whole. In particular, certain geographic regions and certain classes of the state's citizens were seen as being not well served. The report's 16 recommendations were guided primarily by the criteria of access, quality and cost-effectiveness. Among these recommendations are such recommendations as (1) care in granting tenure to graduate faculty and then only after six or seven years of demonstrated productivity and appropriate patterns of behavior; (2) constant assessment and program review by all institutions to meet both student needs and the needs of society, i.e., conscious decisions to maintain, strengthen, reduce or close programs; (3) cautious but positive movement toward the establishment of selected nontraditional master's degree programs; (4) expansion of career-related programs for working professionals that are located and scheduled for the part-time students' convenience (such programs should have sufficient quality and regor to justify the awarding of credit in a graduate degree program of study); (5) development of joint degree programs where the resources of one institution are not sufficient to develop a new program or maintain an existing program; (6) financial assistance to experimental programs to further cooperation between academic libraries and also financial assistance to research libraries to maintain their competitive position in research holdings; and (7) broadening of the state's financial grant program to include grants, on a selective basis, to graduate students in concert with institutional assistance grants.

*School Improvement Partnerships*

Upon completion of the second year of a five-year planning cycle, the department has involved large number of school districts and institutions of higher education through the college and university partnership program for school improvement. Through small grants ($1,000 to $3,000) to 30 colleges and universities, the program presently promotes partnerships with 95 local school districts. The institutions provide services such as long-range curricular and facilities planning advice, personnel development, consultation, evaluation, assessment and data processing. The school districts have responded by providing research opportunities and other

professional experience opportunities for both college teacher education faculty members as well as students planning to enter the teaching profession. Plans are underway to involve even larger numbers of institutions of higher education to work with the school districts presently involved as well as an additional 150 districts entering the third wave in the fall.

*Student Loans*

Student borrowing under the state agency administered guaranteed student loan program for the 1981-82 academic year again reached an all time high. The dollar volume of guaranteed new loans increased to $590 million as compared to $472 million in 1980-81 and the number of loans guaranteed increased from 225,108 to 264,417. These figures represent a 25 percent increase in the value of loans and an 18 percent increase in the number of loans. Increased school costs and the willingness of commercial lenders to give guaranteed student loans because of tighter controls on other types of credit stimulated the growth of the loan program. It is difficult to assess the future impact on the guaranteed student loan program because of the new and proposed changes at the federal level. However, the number of borrowers and the amount of money borrowed could be significantly reduced in 1982-83.

*Student Loan Claims/ Defaults*

The Pennsylvania Higher Education Assistance Agency (PHEAA) has implemented wire transfer procedures for paying lending institutions for defaulted loan claims. For 1981-82 this amounted to about $30 million. In order to maintain lender goodwill and encourage additional loan monies for the program, PHEAA promptly pays the lenders if they have difficulty in keeping a student on a repayment schedule or if the student fails to set up a repayment schedule. The agency is able through its automated default, pursuit and collection process to get the borrowers to make payments directly to their lender or PHEAA and thereby remain below the 5 percent default rate required to be eligible for 100 percent federal reinsurance.

*Student Aid Program*

In 1981-82 more students than ever before (235,921) applied for state grants and the numbers of students receiving awards increased just slightly between 1980-81 and 1981-82, from 114,880 to 115,898. However, because the appropriation for state grants decreased slightly, from $74.21 million to $73.47 million, the full year average

award decreased by about 2 percent, from $737 to $723. Between 1980-81 and 1981-82, the state grant recipients' average costs for tuition, fees, room and board increased by 12 percent, from $4,248 to $4,768. Therefore, the 1981-82 grant recipients were forced to defray greater percentages of their basic college costs with personal, family or other financial aid resources than were the 1980-81 recipients. The appropriation for 1982-83 state grants is $80.2 million, or 9 percent more than in 1981-82. Because average costs have again increased by over 10 percent, grant recipients will still have to defray greater percentages of their basic costs with other financial resources.

RHODE ISLAND

Board of Governors for Higher Education
199 Promenade Street
Providence, Rhode Island 02908
Eleanor M. McMahon, Commissioner of Higher Education

*New Governance Structure*

The Board of Governors for Higher Education was established by the General Assembly in 1981. Also established was a Board of Regents for Elementary and Secondary Education, and a Public Telecommunications Authority. Prior to 1981 there was a single Board of Regents for Education as the governing board for public elementary, secondary, adult, and vocational and higher education and public television. Rhode Island's first Commissioner of Higher Education, Dr. Eleanor M. McMahon, was appointed by the board in 1982. Professional staff assistance to the board provided by the Office of Higher Education.

*Program Review and Development*

The Office of Higher Education and the public institutions of higher education continue to monitor programs reviewed between 1980 and 1982 in a statewide attempt to reduce program overlap. The board planning document, "Coordination of Public Higher Education in Rhode Island -- Phase Two: Institutional Roles and Program Implications," continues to guide instructional program developments and board actions with respect to the public institutions.

*Phase Three Coordination*

Current efforts of the board, office and institutions center around the themes of

increasing cooperation, resource sharing and maintaining programmatic quality. Refinements are made annually to the procedures called for by the board's policy on credit transfer, which since 1979 has enabled students to transfer more easily among public institutions. Course equivalency guides are developed by the institutions' department chairpersons as they continuously explore additional ways to cooperate. A major task force is working on a systemwide enrollment projection activity designed to assist the public institutions' plan. A presidents' council, chaired by the commissioner, serves as the steering group for projects related to quality, high technology programs and the role of higher education in the state's economy.

*1202 Commission*

Changes in state higher education governance and federal funding for Title I have reduced the level of activities of the Rhode Island Postsecondary Education Commission. However, it remains the state entity identified by the governor as being responsible for all appropriate titles of the Higher Education Act of 1965, as amended in 1980.

*Educational Information Centers*

The Rhode Island Educational Information Centers Program (EIC) encourages cooperation and coordination of over 150 agencies, schools, colleges and individuals who have responsibilities for providing clients with postsecondary education information. EIC has a cooperative relationship with the state's Occupational Information Coordinating Committee that permits, among other services, a statewide telephone career counseling service.

*Television Council*

The Postsecondary Education Commission has established the Rhode Island Higher Education Television Council to coordinate the voluntary cooperation of public and independent colleges and universities and private career schools as they develop telecourses and cultural and public service programming for statewide distribution through the cable television companies in Rhode Island. Program production, scheduling, award and transfer of credit and other interinstitutional matters are among the responsibilities of this new group.

SOUTH CAROLINA

Commission on Higher Education
1429 Senate Street, Suite 1104
Columbia, South Carolina 29201
Howard R. Boozer, Executive Director

*Appropriations*

The 1982-83 appropriation for the public senior colleges and universities totaled $272.5 million, a 4.1 percent increase over 1981-82. The commission's recommendation, based primarily on an appropriation formula developed with the institutions, totaled $327.5 million, an increase of 11.2 percent over 1981-82.

*Capital Improvements*

According to figures released by the House Ways and Means Committee, as of December 31, 1981, there was a total of $404 million in projects authorized for funding under state general obligation bonds for which no bonds had been issued. With the state's statutory limitation on bonded undebtedness the committee projected that the issuance of $404 million in bonds cannot be completed until June 30, 1986. No new projects were authorized during the 1982 legislative session and prospects for new authorizations in 1983 are considered poor.

*Program Review*

Final reports of out-of-state consultants who reviewed graduate programs in biological sciences, engineering and health professions were reviewed and accepted by the commission. A review of all business programs, at baccalaureate and higher levels, was conducted by a team of out-of-state consultants. As of June 30, 1982, the report of the consultants was being reviewed by the institutions prior to consideration by the commission.

*Medical Education*

The commission considered recommendations in February 1982 to limit the combined entering class size of the state's two medical schools to 200 and to freeze the number of medical resident positions. After considerable debate it rejected both recommendations but approved the appointment of a blue-ribbon committee to address these and other related issues and report back to the commission.

*Desegregation Plan*

The U.S. Department of Education notified the governor on January 7, 1981, that the state was not in compliance with Title VI of the 1964 Civil Rights Act because there were vestiges of former

de jure racially dual systems of public higher education. Five areas were cited: racial identifiability of governing boards, student bodies and faculties and staffs; duplication of programs; and inequities in the allocation of resources. The state responded with The South Carolina Plan for Equity and Equal Opportunity in the Public Colleges and Universities. The plan disagrees with the citation concerning duplication of programs but commits the state to actions addressing the other four areas at an estimated cost of $19.8 million over a five-year period. On July 17, 1981, the Department of Education officially accepted the Plan and implementation began immediately.

SOUTH DAKOTA

Board of Regents
Richard F. Kneip Building
Pierre, South Dakota 57501
Gordon Foster, Executive Director

*Faculty and Professional Staff Salary Augmentation*

The 1982 legislature recognized the low status of college/university faculty and other professional staff. They authorized $550,000 to be used for the augmentation of salaries for these employees beyond the general state salary increase.

*System Goals and Objectives*

In October 1981, the board approved a set of system goals and objectives for public higher education in South Dakota. The greatest emphasis in these goals and objectives was on quality, upon coordinating and articulating activities within the system and on enhancing the responsiveness of the system to the needs of the state and nation.

*Raised Admission Standards*

Admission standards were raised at the two universities and the School of Mines. The increased standards are intended to help the institutions use resources more effectively in selected professional programs at the undergraduate and graduate level and to diminish the need for remedial or developmental courses or programs at these institutions.

*Alcohol on Campus*

In May of 1982, the Board of Regents eliminated the authorization for possession or consumption of 3.2 percent beer in the dormitories. This action was taken because of excessive noise and other disturbances caused in the dorms as a result of the consumption of beer in the dorms and increases

in vandalism and property damage in the dorms since beer was authorized in 1974.

*Technical Areas Task Forces*

The Board of Regents in 1981-82 created task forces on medical education, agriculture and data/word processing to assist them in getting better and broader advice in these technical areas.

*Enrollment*

Enrollment went up again in South Dakota in 1981-82 despite a slight decrease in the number of high school graduates in the state. The increase was due to an increased percentage of the high school graduates entering college.

## TENNESSEE

Tennessee Higher Education Commission
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Nashville, Tennessee 37219
G. Wayne Brown, Executive Director

*Education Study*

In January 1982, a comprehensive study of education in Tennessee K-graduate including professional and vocational education was begun under the sponsorship of the General Assembly. A legislative task force charged with the conduct of this review employed a small professional staff to gather data and manage the study to completion within a year.

*Educational Quality*

The commission's major focus this year was directed toward concern for enhanced quality of educational experience. This focus may be seen in increased admissions criteria, budget related instructional evaluations and recommendations for selected low-producing program terminations.

*Vocational, Technical and Community College Review*

The Tennessee Higher Education Commission (THEC) is currently conducting a review of postsecondary vocational education offerings, role and scope among community colleges, technical institutes and area vocational schools.

*Regional Planning*

The commission also is continuing the development of regional planning for postsecondary education through Regional Advisory Committees. These committees are comprised of public and private educators, legislators and citizens in the review of service offerings and cooperative planning for identified needs. Regional plans have been developed in the Knoxville, Nashville and Memphis

areas and will be expanded to the Chattanooga area this year.

*Enrollment*

Enrollment patterns among programs are expected to vary widely within institutions with increased emphasis upon technical and vocational programs. The overall enrollment levels are expected to stabilize around current levels because two of the three governing boards have concurred with a commission enrollment- limitation plan and the third one is currently considering this issue.

*Appropriations*

The legislature appropriated $383,457,079 for higher education in 1982-83 as compared with 1981-82 appropriation of $357,906,857. The 1982-83 budget assumes that fee increases from 10 to 20 percent will be instituted by the institutions. For 1982-83 students enrolled at universities will pay about 31 percent of the amount paid by the state while students at community colleges will pay 24 percent and technical institutes 20 percent.

## TEXAS

Coordinating Board, Texas College and University System
P.O. Box 12788, Capitol Station
Austin, Texas 78711
Kenneth H. Ashworth, Commissioner

*Committee Examinations of Higher Education*

Higher education in Texas came under increasing scrutiny during the past year as a number of executive and legislative committees examined various aspects of the state's public college and university system. A Governor's Task Force on Higher Education undertook a year-long review of higher education and submitted more than 100 recommendations to the governor for consideration in his 1983 legislative program. Close to half a dozen interim legislative committees were examining higher education issues ranging from tuition and funding concerns to coordination of state colleges and universities.

*Capital Construction*

The legislature met in two special called sessions in July and May, seeking an equitable means of funding construction of facilities at public universities. In accordance with the governor's request for emergency action, the legislature in May appropriated $151.5 million for construction at 17 universities that have been without access

to building funds since 1979. The appropriation is contingent upon voter approval of a constitutional amendment repealing the state property tax. In the past this tax had provided a constitutionally dedicated source of revenue for capital construction projects at the 17 schools. Although the tax was effectively nullified by statute in 1979, constitutional provisions prohibited the beneficiaries of the fund from receiving general revenue appropriations for construction funding.

*Enhanced Education Quality*

The state took action on numerous fronts to enhance quality throughout the higher education system. Faculty salaries at Texas public senior colleges and universities increased by 18 percent, exceeding the rate of inflation for the first time in six years. Salaries for faculty members in the first four ranks averaged $26,465 in fall 1981 at the state's public senior colleges and universities, up $4,000 from the previous year. To further strengthen faculty recruitment and retention, the coordinating board in January adopted formula recommendations intended to maintain Texas faculty salaries above the national average in the 1984-85 biennium and to provide support for the first time for faculty development leaves.

*High School/ College Articulation*

Another significant aspect of the state's commitment to improving quality involved the establishment of a task force on high school/college articulation. The 18-member panel, which includes representatives from both secondary and higher education, will address remedial education, college admission standards, teacher training and other common concerns of the two sectors. A joint committee of coordinating board members and state board of education members was appointed to promote cooperation between the two agencies and their staffs. To help improve articulation between the community colleges and the senior colleges, the coordinating board also continued its review and revision of transfer curricula in a number of program areas.

*Enrollment*

Enrollment in Texas colleges and universities rose by 2.3 percent over last year, with most of that growth occurring in the public community colleges. A total of 701,177 students were enrolled in the more than 150 public and independent institutions of higher education in fall 1981. Enrollment in the public senior colleges and universities was up

less than 1 percent, with 17 of the 37 institutions reporting declines. Despite the 4 percent increase in public community college enrollment, enrollment losses occurred on 20 of the 60 junior college campuses.

*Enrollment Projections*

Preliminary enrollment projections extending to 1995 were presented to the coordinating board in April. An overall growth rate averaging about 1 percent per year is expected, with the greatest portion of the increase occurring by 1985. Although the growth rate will slow considerably from 1985 to 1990, the preliminary projections indicate some revitalization in growth as the 1990s begin.

*Task Force Recommendations*

In its examination of Texas colleges and universities, the Governor's Task Force on Higher Education heavily emphasized the need for strengthening quality and improving efficiency in the state's $4.7-billion academic enterprise. The 29-member task force, appointed by the governor, strongly urged the development of clearly defined role and scope statements for public senior institutions and advised that the coordinating board be authorized to establish standards for baccalaureate education in the state. The need to reward excellence through funding formulas was emphasized as well. An increase in tuition levels for both resident and nonresident students was recommended as part of a proposed policy for indexing tuition. Task force members also strongly agreed that a comprehensive study of physician manpower and the cost effectiveness of medical education programs was needed in view of the likely oversupply of physicians by 1990. One of the most controversial proposals in the report called for realigning most of the state senior colleges and universities on a geographical basis to form four regional systems. The University of Texas and Texas A&M University Systems, however, would remain essentially the same.

*Property Tax Repeal Initiated*

After the legislature failed to resolve the issue of campus construction funding in regular session, the governor called lawmakers back to Austin in July to take action to repeal the state property tax and thus enable the appropriation of general revenue for construction at the 17 institutions. Although the revenue generated by the tax now is insubstantial, the proposal was blocked during the first called session by senators who had hoped to establish a constitutionally dedicated fund to

replace the ad valorem tax fund. An impending lawsuit challenging the legality of the 1979 legislative action to reduce the tax, however, prompted the governor to recall the legislators in May. The suit, filed in 1980, had been set for hearing in early June, and a decision in favor of the plaintiffs would have forced the state to collect some $800 million in back taxes. As a result, legislators in a five-day special session approved a constitutional amendment, subject to ratification of the voters in November, to repeal the tax. Funds also were appropriated, contingent upon the tax repeal, for new construction and repair and rehabilitation projects at the 17 schools. The appropriations were based primarily on space needs.

*Academic Program Review*

In the area of academic program review, the coordinating board continued its statewide studies of doctoral programs in a number of disciplines. Seven new doctoral programs in computer science, chemistry, pharmacology and agricultural education were approved in the past year. Doctoral reviews also were underway in educational administration, environmental science and bilingual-bicultural education. In addition, a slowdown in approval of new nursing programs was implemented in the spring pending completion of a statewide nursing study by the board. A statewide review of engineering education at all levels found that many Texas engineering schools are plagued by a shortage of qualified faculty, overcrowded classrooms and a lack of adequate teaching equipment and laboratory space. As an outgrowth of that study, special recommendations for funding to replace obsolete engineering equipment will be made to the legislature.

*Independent Branch Campus Operations*

In other action, steps were taken to strengthen the board's control over branch campus operations of independent institutions to assure that adequate quality standards exist. New rules were adopted in October requiring accreditation agencies to conduct separate evaluations of branch campuses as a condition for coordinating board exemption of their members' branches in Texas.

*Ethnic Minority Enrollment*

To help increase the enrollment of black and Hispanic students at Texas public senior colleges and universities, the coordinating board administered a $500,000 legislative scholarship program for state residents who are members of an ethnic minority. The $250,000 appropriated for

the first year of the biennial funding period provided close to 400 scholarships for minority students. The state legislature in August appropriated $1.4 million to the predominantly black Texas Southern University to enhance and upgrade academic quality. The institution had been threatened with possible loss of accreditation in four of its professional schools when the appropriation was sought.

UTAH

State Board of Regents
807 East South Temple, Suite 204
Salt Lake City, Utah 84102
Arvo Van Alstyne, Commissioner and Executive Officer

*Enrollments*

During 1981-82, the nine institutions of higher education in Utah enrolled an average of 57,890 students each quarter (an increase of 1,926 or 3.4 percent over 1980-81). Enrolled were 47,116 academic year full time equivalent (FTE) students (an increase of 768 FTE students or 1.7 percent), the largest student population ever served by the Utah System of Higher Education. Utah institutions served significantly more Utah residents in 1981-82 than in 1980-81 (1,392 or 3.6 percent more FTE students). While resident enrollment expanded, nonresident student enrollment continued to decline. A loss of 624 FTE students was experienced, totaling 8.6 percent of the system's nonresident enrollment.

*Appropriations*

Total general fund appropriations approved by the Utah legislature were $173,570,000 for higher education, an increase of 10.6 percent over 1980-81. This appropriation for higher education represented 19.2 percent of the total state appropriations, compared with 20.3 percent for 1980-81.

*Governance*

During the year an ad hoc committee on governance was appointed by the governor to recommend major changes in the governance of education for the purpose of ensuring independence of higher education from public education and to bring about better control, articulation and advocacy for vocational education in the state. Proposals for the establishment of a third statewide board to govern vocational education and community and technical colleges were considered by the ad hoc

committee. The committee also made recommendations for a coordinating commission comprised of members from the existing Board of Regents and State Board of Education to oversee vocational education programs in the state. In the meantime, a liaison committee of the two existing boards continues to meet on a monthly basis to resolve governance and other issues of coordination and articulation between public education and higher education in Utah.

*Conferences*

In early 1982, the State Board of Regents sponsored a "Utah Conference on Critical Choices in Higher Education" that brought local government, education and business leaders together with regional and national higher education spokesmen. They considered alternatives ahead for the maintenance of quality in an era of limited state resources for education. The regents also joined with the State Board of Education in sponsoring a spring "Conference on Financing Education in Utah: The Challenge Ahead."

*Review of Existing Programs*

In compliance with guidelines established by the regents in July 1980, the internal review of all academic and vocational programs offered by the system's nine institutions was begun. Approximately one-fifth of the programs at the two- and four-year colleges and approximately one-seventh of those offered by the universities were reviewed. Program reviews were forwarded to the office of the commissioner for detailed analysis as provided in regent policy, and several significant changes in curricula offerings were introduced because of the program review process.

*Transfer Policy*

The regents approved a policy affecting the transfer of credit. It was first expressed as a statement of principles and offered general guidelines affecting articulation and transfer of credits from outside as well as within the system.

*Roles and Access*

Under direction of the regents, a position paper was prepared for the board addressing questions of institutional roles and student access to higher education. The policy positions discussed in the paper will have a significant impact on higher education in the years ahead. Within the scope and access, subjects of admission requirements, credit transfer, remediation, coordination with public education, residence-nonrsident student mix and governance were addressed.

VERMONT

Higher Education Planning Commission
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David M. Otis, Executive Director

*Commission Mission Re-examined*

The Vermont Higher Education Planning Commission, supported prior to fiscal year 1982 entirely from federal funds, was forced by the rescision of the federal appropriation to devote substantial time and effort to a re-examination of its mission and the question of its continued operation. As a result of that study the commission concluded that it does have two important functions that should be continued. One is its basic function as an advisory planning body for postsecondary education, including its role as a forum for consideration of problems and concerns and its activities in conducting studies and recommending policies for consideration by postsecondary education institutions, the governor and the General Assembly. Secondly, required activities are to compile, analyze and publish postsecondary education statistics and other information needed for an understanding of postsecondary education in Vermont. In order to support these activities, the commission developed a plan calling for interim financial support from the postsecondary education community and the inception of major support from state appropriations. Both requests were successful. Contributions from postsecondary education institutions and agencies enabled the commission to resume the operation of its information and publication program and were instrumental in convincing the legislature to appropriate funds for continuing commission operations in fiscal year 1983.

*Impact of Changed Federal Programs*

Again this year the commission devoted much effort to studying the impact on Vermont higher education of proposed changes in federal programs. A year ago the commission supported those who agreed that federal budget reductions were necessary and joined in proposing ways to achieve substantial savings while preserving the essential elements of federal higher education programs. Most of the commission's positions were those ultimately adopted by Congress. This year, responding to proposals of the Reagan Administration for additional drastic reductions in federal higher education appropriations, the commission adopted a

resolution firmly opposing any further cuts. The commission wrote to the President, the Secretary of Education and the Vermont congressional delegation supporting these views.

*Regional Councils for Adult Postsecondary Education*

The commission's Task Force on Regional Councils for Adult Postsecondary Education (TFORCAPE), established last year, worked with representatives from the state's five regions and was instrumental in the initiation or resumption of cooperative planning activities in each region. The task force was created in response to the commission's belief that planning to meet the needs of adult students, most of whom are employed and able to pursue education only part-time, should generally be done on a regional and local rather than statewide basis.

*Student Aid*

Following last year's legislative authorization of a pilot program of state grants for part-time students, the Vermont Student Assistance Corporation (VSAC) reported to this year's legislature on its experience with the program. There was substantial evidence that the program met real student needs. As a result, the legislature enacted a law establishing it as a permanent part of VSAC's mission. Concerned for the future availability of student aid funds in view of delays and uncertainty affecting the federal government's programs, the legislature enacted a law authorizing the Vermont Student Assistance Corporation to issue tax-exempt revenue bonds to create a secondary market for student loans. The act also permits VSAC to make and finance loans in addition to its current activities of awarding student aid grants and guaranteeing loans.

*Policies for Independent Sector*

A bill introduced in last year's legislature to clarify and make more systematic the state's policies for approving and certifying independent postsecondary education institutions and governing their awarding of degrees was given final approval this year.

*Veterinary Student Residency Requirement*

Language was added to the appropriations act increasing from one to three years the minimum residency requirement for students to be eligible to enroll in veterinary schools under the state's contract program.

*Appropriations*

The legislature appropriated general funds totaling $332,013,890 for all state purposes for

fiscal year 1983, including $37,691,300, or 11.4 percent of the total, for higher education. This represents an increase of $3,815,400 or 11.3 percent for higher education over the fiscal year 1982 amount.

*Capital Bonds*

A capital bonding act was also passed, authorizing state general fund bonds totaling $21,140,500, of which $1,620,000 was for the University of Vermont and $1,238,000 was for the Vermont State Colleges. The funds will pay for major building renovation projects, roof replacements, energy conservation and life safety improvements.

VIRGINIA

State Council of Higher Education
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Gordon K. Davies, Director

*Enrollment*

Higher education enrollments in Virginia continued to grow in 1981-82. Total headcount enrollment for Virginia's public and independent institutions increased 2.6 percent over 1980. Although the total student enrollment at the state-supported institutions increased 2.6 percent, the individual institutions had enrollments varying from a 7.9 percent increase to a 9.4 percent decline. The independent institutions' enrollment increased 3.1 percent overall.

*Appropriations*

The 1982 General Assembly appropriated over $2.86 billion for higher education in the 1982-84 biennium. This represents a 29.2 percent increase over 1980-82. Of this total, approximately $2 billion will be used for operating expenses at state-supported institutions, a 28.8 percent increase over the 1980-82 appropriation. Much of the increase, however, comes from nongeneral funds; the state's funding for the "E & G" budgets was modified to move from 70:30 to 65:35 during the next biennium. The nongeneral fund appropriation for auxiliary enterprises was approximately $272 million (a 37.4 percent increase) and the sponsored programs appropriation was $277 million (a 32.5 percent increase).

*Student Aid*

To off-set partially the expected large tuition increase, the lawmakers increased by 68.8 percent the appropriations for student aid at the

state-supported institutions. Over $15.5 million will be available for this purpose. The assembly also significantly increased the funding for the tuition assistance grants for Virginia students attending independent institutions in the state. The total dollars appropriated for the program grew from about $15.8 million in the 1980-82 biennium to approximately $23.5 million in 1982-84. Individual student awards will go from $700 in 1981-82 to $850 in 1982-83 and $950 in 1983-84. Although the appropriation is relatively small compared with previous biennia, it represents 45 percent of the $145.4 million in general funds appropriated statewide for all capital outlay purposes.

*Out-of-State Operations*

Under council statutes for institutional approval, which became effective in July 1980, an out-of-state institution must seek council approval to operate in the state. As of January 15, 1982, 23 out-of-state institutions were operating at 51 sites in Virginia. Since the council began approving institutions in 1980, institutions have terminated operations at approximately a dozen sites in the state.

*Teacher Education*

In response to a request by the 1980 General Assembly, the council conducted a study of institutional criteria for admission to teacher education programs. A final report, with recommendations, was completed in December 1981. In addition, members of the council and the State Board of Education formed a liaison committee to study recommendations made in a report on teacher education released by the Southern Regional Education Board (SREB). The liaison committee issued a report in July 1982 that discusses how some recommendations in the SREB report might be implemented in Virginia. The report calls for strengthening the admissions requirements for students entering teacher education programs. It also offers ways to address the critical teacher shortages now found in some areas, particularly math and science.

*Education Initiatives*

In a series of speeches, the governor discussed several education initiatives on which his administration will focus. They include raising admission standards at Virginia colleges; a systematic review of the quality of all college degree programs; the return of most remedial education to the secondary schools; the possible

establishment of additional student aid programs, including a state work-study program; and the development of a closer partnership between business and education.

## WASHINGTON

Council for Postsecondary Education
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C. Gail Norris, Executive Coordinator

*Budget Reductions*

Since the 1981-83 biennial budget was passed in April 1981, the legislature has reconvened three times to adjust the budget downward. With biennial reductions of five percent and three percent already in place, the legislature met again in a June special session and mandated further reductions of four percent in 1982-83. Since all of the reductions occurred after commitments were made for the 1981-82 academic year, the major share of the ten percent plus biennial cuts will occur in the second year of the biennium. Although the number one priority is to maintain core services in this biennium, the outlook for 1983-85 is dismal at best. As part of the budget reduction process, October 1, 1982 salary increases have been delayed until June 30, 1983, the final day of the biennium, creating an approximate cost obligation for higher education of $80 million for 1983-85. In addition, the legislature utilized approximately $32 million from funds dedicated to capital construction for general operating purposes. This biennium (1981-83) the legislature essentially depleted the fund balances in these accounts by appropriating an additional $73 million. This creates an additional $70 million carry-forward problem for higher education in 1983-85.

*Tuition and Fee Increases*

After the major round of tuition and fee increases enacted in 1981, tuition and required fees for the 1982-83 academic year were scheduled to increase modestly (7-15 percent). As part of the response to statewide fiscal problems, legislation passed by the 1982 legislature increased graduate and professional rates at both the doctoral and regional universities. The new legislation pegged resident graduate rates to 23 percent of previous biennial "cost of instruction," and nonresidents at the graduate level will pay from 60 to 75 percent of costs. Professional rates were

directly related to the new graduate rates at a ratio of 1.67 to 1. The overall percentage increases for 1982-83 are now expected to range from 10 to 42 percent above 1981-82. As previously reported, the 1981-82 increases ranged from 27 to 80 percent. Consequently, Washington has moved rapidly from being a state with below average tuition and fee rates to one with rates approximating or above national averages.

*Residency Classification*

Basic and significant changes were made to the residency statutes by the 1982 legislature. Under the previous legislation, an individual was determined to be a resident or nonresident based on his or her parents' domicile (parent qualified) if under the age of 18, and "self qualified" if 18 or older. Under provisions of the new statute, an individual is parent qualified if financially dependent on his or her parent (of self qualified if financially independent) during the calendar year immediately prior to the year in which application for residency is made. A dependent student whose parent has maintained a bona fide domicile in Washington for one year is considered a resident student. The student need not be a dependent of that Washington domiciled parent. Certain persons are exempted from payment of the nonresident differential contingent upon their employment by higher education institutions. Other categories of automatic residency, e.g., federal employees and active duty military and spouses and children, were repealed.

*Student Fee Waiver Programs*

The 1982 legislature made a significant number of changes in statutorily authorized tuition and fee waiver programs. Tuition and fee waiver programs that were repealed included those granted to: foreign students, children of deceased or totally incapacitated veterans, immigrant refugees, nonimmigrant aliens, children of consular mission parents and displaced homemakers. Tuition and fee waiver programs that were amended include: blind students (waivers repealed, grants continued); high school completion in the community colleges (amended to include only those eligible for resident tuition and fee rates); and children of deceased or disabled law enforcement officers or fire fighters (amended to be permissive and no longer mandatory). The three percent (community colleges) and four percent (four-year institutions) general waiver programs were amended to require that three-fourths be granted to needy resident students. The remainder of the dollars

waived, not to exceed one-fourth of the total, may be applied to other students at the discretion of the board of trustees or regents. However, the amendments provided that no waiver shall be granted to any student on the basis of participation in an intercollegiate athletic program.

*Other Legislation*

As part of the overall package of budget reductions and revenue enhancements for higher education, legislation was passed that increased graduate tuition and fees, modified existing residency statutes, and eliminated a number of fee waiver programs (as described earlier). The legislation also established a minimum per credit hour charge, and a per credit hour charge for credits over 18, and transferred state student loan funds to institutional local funds for 1982-83 only. Revenue from the legislation was estimated to be $21 million. Of this amount, $9.7 million was appropriated back to the institutions to reduce the impact of budget reductions. Other legislation that had a direct impact on higher education was an early retirement bill that allows faculty and staff who are age 55 or older with ten creditable years of service, and those with at least 25 years of service regardless of age, to retire with full retirement benefits.

*Student Aid*

The 1981 legislature substantially increased appropriations for state student financial aid programs. Original state appropriations for 1981-83 were 79 percent higher than those for 1979-81. This reflected an approximate 60 percent increase in the amount needed to maintain 1980-81 service levels. The major portion of the increase was related to significant increases in student tuition and fees. The original budget for the State Need Grant Program allowed for an increase in the number of participants and an increase in the amount of the grant from a maximum of $630 to $720. The State Work Study Program was scheduled to be increased from approximately $3 to $4 million in 1981-82 with a commensurate expansion of the numbers of students served.

*Effect of Student Aid*

By September 1981 it became evident that economic conditions and decreases in federal financial aid had resulted in an unexpectedly large increase in the number of eligible students nominated for grants. Shortly thereafter, the governor notified all state agencies to plan for a 10.1 percent biennial budget reduction due to worsening

economic conditions. This reduction percentage was subsequently confirmed by the Special Session of the legislature in December 1981. The combined effect on the grant program was the elimination of approximately 2,500 needy students from the program in mid-1981-82 and a reduction in the maximum grant amount from $720 to $570. Because prior commitments in the work study program existed, no reductions were made in that program in 1981-82. Therefore, the brunt of all reductions in that year fell on the State Need Grant program. In view of the heavy cuts made in December 1981, the 1982 legislature spared state student financial aid programs from further reductions although continuing state budget problems will result in further reductions in 1982-83 planned levels. It should be noted that the combination of increased original appropriations and the extensive reductions made in 1981-82 will still allow for higher 1982-83 expenditure levels for state student financial aid programs than in 1981-82.

*Reductions*

For the past several months, the staff has been preparing a series of issue papers for consideration by the council and other interested parties as part of the process leading to a revised plan for Washington higher and postsecondary education.

*Issue Papers for Revised Plan for Postsecondary Education:*

Despite an enrollment decline in 1981-82, Washington is a high per capita participation state. Most of this participation, however, is generated by the community college system. Two trends, both of which were blunted slightly during 1981-82, are apparent: an increasing percentage of older students (over age 24) and an increasing percentage of female students. A related trend concerns part-time attendance. Each of these patterns augers well for the future of the community colleges, and each represents a cause for concern in the four-year institutions. If past participation rates are projected into the future, the total system would increase in size, but virtually all of this growth would occur in the community college system. Community college full time equivalent students (FTEs) would be expected to increase by 22 percent by 1989; public four-year sector FTEs would decrease by about 10 percent. The report on enrollments and enrollment policies, first in the series of planning issue papers, reviews the state's recent enrollment history, examines current population projections

*Enrollment and Enrollment Policy*

and suggests four enrollment policy models. The model ultimately adopted for long-range planning purposes will assume population growth at approximately twice the national average and a slowed growth in higher education appropriations, but will continue the state's emphasis on educational quality and participation.

*Program Needs*

The issue paper on higher education program needs examined needs during the 1983-89 planning period in vocational education, engineering and technology, and the health professions. The paper also examined the higher education needs of business and industry, the region and working adult (part-time) students and the need for the development of educational technology. The maintenance of a higher education system that is responsive to new and changing needs in a time of scarce resources is dependent, in part, the issue paper states, on an effective and ongoing process of targeted needs assessment, program development and program review. Recommendations were made in all of these areas.

*Excellence*

Excellence has always been one of higher education's inherent goals. Recently, in response to a variety of economic, demographic, and political changes, the pursuit of excellence and its assurance have taken on increased emphasis. The staff's first draft issue paper on excellence in higher education argues that excellence is a heuristic concept -- it is employed without precise definition or proof and serves as a stimulus or rationale for major educational decisions and activities. Excellence also is an active concept -- its maintenance or achievement requires constant effort and shifts upward as various goals are accomplished. Definitions of excellence usually focus on quantitative indicators of what is typically a qualitative concept. The purpose of the council's issue paper is to find ways to achieve and assure high quality in addition to those that require resources. Two approaches being considered for further development in the next planning cycle are (1) the identification of indicators of the threshold of quality/nonquality, including financing, faculty characteristics and student expectations; and (2) concentration on institutionally developed evidence of programmatic outcomes and achievements, including student completion rates, employment/placement records, self- and employer reports.

*High School to College Transition*

The problem of ill-prepared college-bound high school graduates is not new, but it has grown and worsened as the population that makes the transition from high school to college has become larger and more diverse, as opportunities to make up for the absence of academic achievement in high school have been provided at the postsecondary level, and as the value placed on higher education by society has declined. As the issue paper notes, each of Washington's educational agencies, and many of its colleges and universities, are attempting to provide leadership in the drive to improve students' academic skills. The paper recommends a more coordinated, cooperative approach to strengthening student academic preparation, and offers five recommendations for implementation by its colleges and universities.

*Financing Higher Education*

An important aspect of the revision of the six-year plan for postsecondary education in Washington is the subject of financing. Three issue papers were prepared for general dissemination and council discussion during 1981-82. These were: (1) "Status and Trends in Participation, Programs and Financial Support of Higher Education"; (2) "State Policy Options for Financing Higher Education and Related Accountability Objectives"; and (3) "Policy Framework for Student Charges and Student Financial Aid."

*Status and Trends in Participation Programs*

Finance Issue Paper #1, "Status and Trends in Participation Programs and Financial Support of Higher Education," provided an in-depth review of relevant data covering the state of Washington and seven other states which have been used for a variety of comparison purposes for a number of years. The data source for the analysis was advance copies of material provided by the National Center for Higher Education Management Systems (NCHEMS) and comparisons were made for each type of public institution in the state of Washington. While the report concentrated on 1978-79 comparisons, the results of the council's annual surveys of aggregate financial data were also brought to bear in order to indicate recent trends. This report brought together information on service patterns and financial support factors to enable the council to better address future policies in these areas.

*State Policy Options*

Finance Issue Paper #2, "State Policy Options for Financing Higher Education and Related Accountability Objectives," focused on possible refinements or improvements in the system of financing public higher education in Washington and related changes in budgeting and accountability systems. Through an historic overview, it traced the transition of higher education finance and operations from a position of relative independence to a highly standardized and regulated activity with a financial status not unlike that of state agencies. The paper set forth and discussed alternative models or financing options along a continuum of high state control to high institutional flexibility and set forth principles with which to evaluate these models. The paper concluded that a more decentralized approach should be developed and that two models, the "current model with improvements" and the "state related model" offered the greatest potential. Of the two, it was concluded that the "state related model" offered the greatest opportunity for both higher education and state government to maximize available resources in providing quality services to the public.

*Policy Framework for Student Charges and Financial Aid*

Finance Issue Paper #3, "Policy Framework for Student Charges and Student Financial Aid," reviewed the interaction of the costs to be borne by students, including tuition and fees, and the state and federal financial assistance programs. After reviewing developments in both of these areas since the late 1960s and the state and federal outlook for the near-term future, the report set forth several conclusions. These included: (1) in view of the severe financial problems facing Washington's public institutions of higher education, a conscious "above average" tuition and fee pricing policy, coupled with substantial increases in price offsets and other forms of student aid, should be considered as a possible option; (2) there are no longer sufficient federal and state financial aid resources to maintain the levels of expectation reached during the late 1970s; (3) a prior commitment of "self-help" in the form of work or loan on the part of the student should be expected prior to the investment of federal or state grants; (4) expanded opportunities for student employment as a trade-off to increased debt accumulation should be given strong consideration;

and (5) pricing policy and state financial aid policy need to be considered within an overall context making higher education effectively available regardless of a student's socio-economic standing.

*Independent Higher Education*

The council's study of independent higher education in the state of Washington, undertaken at the request of the 1979 legislature, is based on the premise that Washington's independent sector is not a luxury; it is an essential part of Washington postsecondary education. The variety of independent institutions that exist in Washington substantially increase the diversity of available educational choice and at a lesser public cost. The purposes of the report are to examine the present financial condition of Washington's independent sector and the circumstances contributing to that condition, to provide recognition of the contribution of the sector and its value to Washington's total system of higher education and to recommend reasonable public responses that preserve independence, initiative, autonomy and competition. The recommendations adopted by the council continue the existing pattern of relative separatism in the state/independent sector relationship. No radically new or costly programs are proposed; rather, the council recommended the initiation of six programs and responses that have already proved to be successful in other states.

*Graduate Education*

During 1981, the council undertook a study of "Graduate Education in Washington" at the request of the state Legislative Budget Committee. The objective of the study was to provide the basis for the development of state policy concerning graduate education, giving special attention to ways to align degree production with the needs of the marketplace. The major topics addressed include current state policies affecting graduate education, the costs and benefits of, and the supply and demand for, graduate education. Key recommendations adopted by the council as a result of this report are the establishment of a process and criteria for monitoring and targeting existing graduate programs for review, and the development of more systematic graduate student placement records.

*Pharmacy Education*

Pharmacy is one of the few professional degree programs in the health sciences offered by both of the state's doctoral-granting universities -- the

University of Washington and Washington State University. At the same time, the trend in the profession is toward emphasis on its clinical responsibilities with a concomitant deemphasis on its distributional role. These changes are affecting manpower requirements and require that existing educational programs be modified. Based on its review of the issues in pharmacy education and the nature of the programs offered in Washington, the council recommended that the University of Washington establish its proposed Doctor of Pharmacy program, terminate its existing Master of Science program in Pharmacy Practice, and assume full responsibility for the provision of graduate programs in Pharmaceutical Science. The council also recommended that Washington State University terminate its M.S. and Ph.D. programs in Pharmaceutical Science and that it move to develop a proposal for Master of Science and Doctor of Philosophy programs in Pharmacology/ Toxicology. In addition, the council recommended reductions in the entering undergraduate classes to adjust future numbers of pharmacists graduated annually, from 80 to 60 at the University of Washington and from 60 to 40 at Washington State University. These recommendations are being implemented.

## WEST VIRGINIA

Board of Regents
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Robert R. Ramsey Jr., Chancellor

*Computer Network*

In July 1981 a team of out-of-state consultants offered several recommendations for improving the West Virginia Network for Educational Telecomputing (WVNET), a system linking the state's 16 public colleges and universities and providing numerous computer services to the higher education system. The consulting team was asked by the chancellor of the Board of Regents to review the 1978 revised plan for computing; evaluate the existing hardware, software, services and plans for service expansion; and recommend any changes that might lead to greater progress in achieving the plan's stated goals. While the consultants found that the existing plan was "viable and within the art," they recommended (1) the formation of a Computer Policy Board (in place of the inactive Policy Advisory Committee) to be

responsible for reviewing the budgets and level of computing service being provided by WVNET and by local campus facilities and for formulating policies to guarantee responsiveness to users' computing needs and insure accountability for the effective use of computing resources; (2) a concentrated effort to stabilize and maintain a level of computing services (from WVNET) that is reliable, available and responsive; (3) a more efficient procedure for acquiring computer hardware, software and related equipment and commodities; (4) establishment of a mechanism by the Computer Policy Board to facilitate periodic review of the computing services being rendered by WVNET and the remote computer sites at each institution; and (5) use of project management tools such as SDM-70 or SPECTRUM by the institutions of the network.

*Financial Accounting System*

During the fall of 1979, a committee composed of college and university business officers was formed to review and recommend the possibility of a standardized financial accounting system for public colleges and universities within the state. This became known as the Committee for Higher Education Financial Systems. It first employed a three-member design team to develop a "Request for Proposal." Criteria required of proposals emphasized the usefulness of reports rendered to state officials, improved internal managerial control and budget planning, and a unified system of accounting, data processing and reporting. In June 1981 a contract was issued to American Management Systems, Inc. of Arlington, Virginia, to develop the software for the system. As of July 1, 1982, two institutions are in a position to begin using the new standardized accounting system with the remaining institutions to follow as soon as possible.

*Evaluation of Institution Presidents*

At its April 1982 meeting the Board of Regents approved a procedure for the evaluation of the performance of its institution presidents. Performance evaluations will be conducted every fourth year by a committee composed of a member of the Board of Regents, who will serve as chairperson, members of the institutional Board of Advisors and a consultant. The consultant is to serve as a resource person whose major responsibility is to insure that the evaluation is conducted in an objective, professional manner. The consultant is to be experienced and/or knowledgeable about presidential duties and

responsibilities and is to be chosen by the Board of Regents after considering nominations from the president and institutional Board of Advisors. The performance evaluation will seek to identify areas of strength as well as those in which improvement would appear to be appropriate, if any.

*State Spending Reductions*

Again, for the second year in a row, a spending reduction was enacted by the governor for all state agencies. In effect during the first six months of 1982, this resulted in a decrease of 4.5 percent ($7,501,003) of state general fund appropriations for higher education. This action also resulted in a freeze on employment, unless the request was justified as essential for continued operations. Also, as a result of the reduction, summer school offerings during the May-June 1982 term were approximately 50 percent of the normal program of past years.

*Teacher Education*

A Teacher Education Advisory Committee was established by the Board of Regents in January 1982 to advise on all aspects of this area of continuing critical importance. The committee is composed of a representative from each public and independent senior institution of higher education in the state that has one or more programs which prepare educational personnel.

*Tuition Reciprocity Agreement*

Close cooperation between the Kentucky Council on Higher Education and the West Virginia Board of Regents has produced a three-year Tuition Reciprocity Agreement to provide needed educational services to areas of Kentucky and West Virginia at a reasonable cost. The agreement seeks to (1) improve the lower division post-high school educational advantages of residents of Martin and Pike Counties in Kentucky and Cabell, Mingo and Wayne Counties in West Virginia, (2) minimize the cost of such improvements for the taxpayers and legislative bodies of both states by cooperative planning and joint education efforts, and (3) promote the maximum use of existing educational facilities and address the problems of enrollment fluctuations and fiscal constraints at both Ashland (Kentucky) Community College and Southern West Virginia Community College. Under the agreement each institution will accept at the prevailing in-state tuition rate students from the designated out-of-state counties wishing to enroll for whom space is available and who satisfy regular in-state admissions requirements.

WISCONSIN

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*Enrollment and Financial Pressures*

The year 1981-82 was marked by record highs in total enrollment and financial pressures for the University of Wisconsin System. At its October meeting the Board of Regents observed the 10th anniversary of the merged University of Wisconsin System of 13 universities, 13 freshman-sophomore centers and statewide extension. In February 1982 adequate funding and the access-quality dilemma remain the most pervasive of all challenges. Media comments, notably the Milwaukee Journal series last year, shed new light on the tension between access and quality in a period of insufficient public support. The system cannot do adequately all it is now being asked to do within its current resource base.

*Fiscal Problems*

In June, as the fiscal year neared its close, a newspaper carried the headline: "State agencies told to brace for 10 percent cut." A month earlier, the system president had reluctantly recommended tuition and fee increases for 1982-83, citing continually unfunded inflationary pressures of the past several years. Reductions since the summer of 1980 cut the university system 4.4 percent, 1.4 percent, 2 percent and 1 percent. While enrollments climbed, the system share of total state tax funds had dropped in recent years from 25 percent to 16 percent. In his February report, the president said that the legislature had authorized a modest fee increase for the 1982 spring semester, only to have the executive branch propose withdrawing from the system almost precisely the same amount ($8.8 million) because of declining state revenues. This kind of fiscal roller-coaster that characterized 1980-81 thus continues into this year with little prospect of relief from a severely depressed state and regional economy. The best that can be hoped for is a recognition by state government of the special role and the critical needs of higher education as a unique resource in the service of all sectors of the state, both public and private. The special role and needs of the universities were recognized by the state government in a

number of ways, such as reducing a general state budget cut of 4 percent for 1982-83 to 2 percent for the system.

*Major Challenges and Issues*

In addition to the funding and access-quality problems, other major challenges and issues during the year included the following priorities: (1) increasing and retaining the number of women and ethnic minority members on university staffs and faculties and in student bodies; (2) helping to improve the state's economy by providing services to business and industry; (3) continuing to improve relations with and services to governments on the local, state and federal levels; (4) determining the future roles of University of Wisconsin-Extension and of the 13 two-year liberal arts campuses in the University of Wisconsin Center System; (5) protecting freedom of inquiry and scholarship at a time of increasing threats to those basic freedoms; (6) providing adequate compensation to faculty members; (7) developing greater flexibility in rules for faculty employment relating to hiring, tenure and retirement; and (8) strengthening the confidence of the general public in its universities.

*Decennial Enrollment and Degrees*

In his report at the decennial observance of the merged University of Wisconsin System in October, the system president noted that since 1971 enrollment had grown to 158,971 from 133,706. Of the 552,293 degrees granted since the first institution opened in Madison in 1849, nearly half were granted in the decade since merger. In the ten-year period, 115 degree programs were phased out and 98 new degree programs were approved. Wisconsin declined in rank nationally in state support per full-time equivalent student in public higher education (from sixth in 1971 to 37th in 1981-82).

*Personal Contacts*

The past year saw a marked increase in personal contacts by the president and members of his staff with officials of system institutions and independent colleges, with elected officials and with civic and professional groups. Ties with business and industry were strengthened through increased participation of university faculty and administrators in cooperative programs involving genetic engineering and other high technology firms as well as general economic programs. When federal aid was cut back for a pilot electrical energy storage project at University of Wisconsin-Madison, the government of Japan

indicated a strong interest in helping to support the research and development effort.

*Legislation*

Legislation passed during the year included provision for voluntary rather than mandatory competency testing of pupils for basic skills. Another new law merges three state employee retirement systems and permits retirement by state employees at age 62 with full benefits. A perennial measure to permit faculty and academic staff in the system to vote on acceptance or rejection of collective bargaining organizations was defeated in the state legislature by a narrow margin. The bill had been opposed by the Board of Regents and the system president.

*Conferences*

A systemwide conference on liberal and general education was held in the spring of 1982, sponsored by the Undergraduate Teaching Improvement Council and the system administration office of academic affairs. In another joint project, nine of the 13 universities inaugurated a one-semester China Seminar that concluded with a 17-day tour of China in December and January.

*Enrollment*

Enrollments in fall 1981 continued to increase, rising from a total of 155,499 in 1980 to 158,971, an all-time high. Full time equivalent enrollment totaled 134,519, up 3,046 from fall 1980. Headcount enrollment increased at 10 of the 13 universities and at 8 of the 13 two-year centers. Enrollment of women students continued upward and exceeded the number of men students for the second consecutive year, 79,558 to 79,413. Students age 25 or older accounted for 28 percent of the system total, ranging from 14 percent at LaCrosse and Stout to 42 percent at Milwaukee. Nearly 40,000 students or 25 percent of the total were enrolled on a part-time basis. Milwaukee had 46 percent part-time students, Parkside 48 percent and Center System 42 percent.

*Budget*

A budget of $1.14 billion was approved for 1981-82 to operate the university system. Of the total, $489 million or 43 percent came from state tax funds and $140 million or 12 percent from student fees. The remainder was derived from federal support, gift and trust income, hospitals, auxiliary enterprises and other operational receipts. The budget required a 5.9 percent increase in state tax funds over the previous year, a 4.6 percent average increase in student

fees/tuition, a 4.9 percent increase in room charges and a 6.6 percent increase in meal charges. For 1981-82 average salary increases of 8 percent were approved for faculty, academic staff and classified civil service staff.

*Capital Budget Projects*

The university system received approval of $54.1 million of major capital budget projects in 1981-82. This included 11 projects for $37.1 million of general obligation bonding to remodel existing facilities and construct new facilities for tax supported operations and $17 million to fund six auxiliary operation projects. Included in the projects were $7.25 million for a biochemistry addition at University of Wisconsin-Madison, $8.4 million for a learning resources addition at University of Wisconsin-Stevens Point and $5.7 million to complete the historical preservation and remodeling of the Downer Quadrangle at University of Wisconsin-Milwaukee. Statewide appropriations of $19.3 million for special maintenance and health and safety and $15 million for energy conservation also were approved for all state agencies. The system normally receives about 60 percent of such funding.

## WYOMING

Coordinating Council for Post-Secondary Education
1720 Carey Avenue
Boyd Building, 5th Floor
Cheyenne, Wyoming 82002
Russell A. Hansen, Executive Officer

*Reaction to Halt in Federal Funds*

In anticipation of a halt in federal funds, the Wyoming Joint Subcommittee for Post-Secondary Education began to discuss means of following on with a nonfederally supported higher education coordinative function. It was hoped that any such entity would at least continue with the very successful university/community college articulation activities that have shown themselves to be quite useful and productive.

*Council Activities*

The subcommittee changed its title to the Wyoming Coordinating Council for Post-Secondary Education in mid-1981. The council continued major efforts in the areas of interinstitutional transfer, energy education program development, articulation and in the growing area of telecommunications. The council continued to monitor the growth of

Wyoming's first public television effort at Central Wyoming College.

*State Funding of Coordinative Function*

Based on the perception that funding from the federal level would diminish or be eliminated entirely, the council initiated discussions with representatives of the state legislature on the possibility of continuing the coordinative function under state funding. At the same time, and in response to a growing number of requests to initiate nonstate supported postsecondary programs, this led to discussion of whether or not and how out-of-state institutions wishing to operate in Wyoming should or could be licensed. The council and members of the legislature devoted six months to the two areas with several legislative proposals being developed. No final action has taken place because of failure to have either concept introduced into the legislature for discussion. Both areas will, however, continue to require attention due to the growing complexity of higher education in the state, and the steady and growing market for programming experienced coincidentally with the state's economic growth.

*Institution Cooperation*

Even with this problem in addressing coordination of higher education, Wyoming's institutions are taking extra steps to work together cooperatively and continue the programs initiated by the former joint subcommittees. It is also expected that the University of Wyoming Trustees, the Wyoming Community College Commission, independent postsecondary providers and the education committees of the legislature will continue to informally work toward continued positive interaction of all phases of higher education in the state.

MANITOBA

Universities Grants Commission
226-530 Century Street
Winnipeg, Manitoba, Canada R3H 0Y4
W. C. Lorimer, Chairman

*Appropriations*

The legislature has provided $133.6 million in operating funds for fiscal year 1982-83 to the Universities Grants Commission for support of the three universities and one affiliated college. The commission has not allocated all the money to the universities as yet. It is holding back approximately $1.6 million in funds designated to

alleviate a tuition fee increase. These funds will be distributed in the fall of 1982 based on the tuition fee revenues of the various institutions. The overall increase provided in operating funds to the system is 15.7 percent.

*Enrollment*

The total enrollment at Manitoba institutions in 1981-82 increased from the previous year. Full-time students at 16,946 showed an increase of 7.79 percent whereas part-time students at 21,579 had an increase of 9.16 percent over the 1980-81 figures. Full-time graduate enrollment for 1981-82 was 1,695.

*Program Revisions*

During 1981-82, 13 new or revisions of existing programs were approved. The two institutions proposing bachelor of nursing programs along with the University of Manitoba, which already has a bachelor of nursing program, were requested to investigate the possibility of operating a cooperative nursing program involving all three institutions. Additionally, two programs were given qualified and conditional approval pending resolution of their funding.

*Capital Projects*

The government provided the commission with a total of $5 million for miscellaneous capital and $2.6 million for major capital projects at the province's four institutions.

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Governor James B. Hunt Jr., Chairman
Education Commission of the States

Robert C. Andringa, Executive Director

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